DOCUMENT RESUME

ED 148 757 SP 011 970

TITLE Curriculum Guide for Human Relations, Grades K-12.
INSTITUTION Virginia State Dept. of Education, Richmond. Office for School Integration Services.
PUB DATE [76]
NOTE 128p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Behavior Patterns; *Cultural Awareness; *Curriculum Planning; Discriminatory Attitudes (Social); Elementary Secondary Education; Ethnic Relations; *Group Activities; *Human Relations; *Human Relations Units; Interpersonal Relationship; Peer Relationship

ABSTRACT

This guide was written primarily for teachers to use with their classes from grades kindergarten through twelve. The stated objectives are to help students understand people of various cultures, backgrounds and value systems. The first section of the guide is designed for the purpose of providing specific directions for teachers in establishing human relations and implementing programs for all grade levels. In the second section, an outline is presented for the formation of human relations clubs to promote understanding and tolerance among students. Specific objectives are chosen for the students, followed by suggested activities and materials that the teacher may employ in order to reach these objectives. The final section is devoted to instructional guides for students of varying ages containing questionnaires and simulated situations each emphasising a desirable social attitude. (JD)

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CURRICULUM GUIDE FOR HUMAN RELATIONS

Grades K-12

Office of School Integration Services
Department of Education
Commonwealth of Virginia
Richmond, Va., 23216

SP011 705

TABLE OF CONTENTS

	PAGE
INTRODUCTION	3
OVERVIEW	4
CHAPTER	
I. PROBLEMS, QUESTIONS, AND TERMS	5-6
Background of the Study	5
The Problem	6
Statement of the Problem	6
Assumption of the Human Relations Guide	6
Justification of the Human Relations Guide	6
Importance of the Human Relations Guide	6
Limitations of the Human Relations Guide	6
Definition of Terms	7
Organization of the Remainder of the Guide	7
II. WHAT IS A HUMAN RELATIONS CLUB?	8
Goals of Human Relations Club	9
Human Relations Club Inter-relationship with other Clubs	10
How should Human Relations Club be Structured	11
How to Attract Members	12
Human Relations Club Plan	13
Leadership Guidelines	14
Techniques and Steps of Problem Solving	15-16
Force Field Analysis	17-19
Analysis Sheet	20
Group Roles in Human Relations Club	21-25

PAGE

III. LESSONS, SUBJECTS, UNITS, PERFORMANCE OBJECTIVES, DEVELOPMENTAL VALUES, AND EVALUATIONS

Self-Awareness 26-27

Cooperation 28

Respect for Others 29-32

Group Acceptance 33-34

Awareness 35-36

Listening 37-39

Communication 40-52

School-Community Relations 53

Prejudice 54-57

Trust 58-62

Multiethnic/Multicultural Groups in the Curriculum 63-64

Culture Sharing Day 65-66

Career Planning 67

Value Clarification 68-70

Urban Suburban and Rural 71

Interpersonal Relations 72

A Graphic Model of Awareness in Interpersonal Relations/THE JOHARI WINDOW 73-77

Socio-Economic Differences 78-79

Responsibility and Rights 80-82

Creativity 83-85

Generation Gap 86-88

IV. SELECTED BIBLIOGRAPHY 89-97

INTRODUCTION

This Curriculum Guide on Human Relations was written for teachers to use with their classes from grades kindergarten through twelve. This guide may be used for instructional purposes with other institutions and for planning, organizing, and implementing human relations activities, and as a guide for a separate course in human relations.

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P. L. 88-342 Section 403

OVERVIEW

The Technical Assistance Program/Office of School Integration Services of the State Department of Education in its continuing effort to assist public school officials with the special problems related to the desegregation/integration of Virginia schools conducts workshops, preservice and inservice training, conferences, seminars and technical assistance dealing with such topics as human relations, affirmative action revision, modification of administrative structures and procedures, alternative education program, intergroup relations, multiethnic/multicultural curriculum and education programs and sex desegregation/integration programs.

The planning guide reflects the views of the participants who provided frank and honest recommendations for the resolutions of the problems discussed. These identified problems and recommendations for dealing with them will aid the state department in its continuing efforts to provide leadership and assistance to public school officials in achieving and maintaining quality integrated education for all.

This Curriculum Guide on Human Relations was written primarily for teachers to use with their classes from grades kindergarten through twelve. It is, also, suggested the guide might possibly be utilized by college personnel in the teaching of human relations.

The first section of the human relations curriculum guide was designed for the purpose of providing specific directions for classroom teachers and other educators in establishing human relations and implementing programs for all grade levels.

The second section presents selected topics of study designed for each grade level. The topics chosen include specific objectives for the students, followed by the suggested activities and materials that the teacher might employ in order to reach the objectives. At the end of each unit of study, there are suggested methods which the teacher might find helpful in evaluating their behavioral objectives.

The curriculum guide is flexible to the extent that the teachers should be able to use it as local needs demand. It is recognized that teachers, no doubt, with additional resources will want to add to the materials already provided.

Objectives of the Study

* The student shall acquire interpersonal and intergroup knowledge and skills and understand people of various cultures, backgrounds, and value systems.

* The student shall acquire those behavioral skills necessary for proper adjustment in an environment marked with rapid social, economic, political, and scientific change.

* The student shall develop his cultural identity and heritage in ways which will contribute to living in a multiethnic/multicultural society.

* A school/community based program bringing to bear those community resources which will enable the student to gain a better understanding of ethnic groups in the community.

* The student shall develop and utilize those values, attitudes, and behaviors which will encourage active participation as a citizen.

The Problem

This Human Relations Curriculum Guide is planned to help students acquire those behavioral skills necessary for proper adjustment in an environment marked with rapid, social, economic, political, and scientific change.

Statement of the Problem

This Human Relations Guide was designed to determine the following:

1. What problems and terms were encountered in the organization of this guide?

2. What is a Human Relations Club and how can a club be organized to assist students in developing interpersonal and intergroup relation skills?

3. What lessons, subjects, units, performance objectives, developmental values, and evaluation techniques were identified from the following:

   a. Assumption of the Human Relations Guide

      Any conclusions drawn from this Human Relations Guide must be based upon one major assumption: that the purpose of the guide was to develop better interpersonal and intergroup relations.

   b. Justification of the Human Relations Guide

      This guide will provide classroom teachers with a resource to help students understand their culture and develop and utilize those values, attitudes, and behaviors which will encourage positive participation as a citizen.

   c. Importance of the Human Relations Guide

      This Human Relations Guide was intended to present activities to help students develop interpersonal skills in the cognitive and especially the affective areas.

   d. Limitations of the Human Relations Guide

      This Human Relations Guide is limited in that the information available was limited because of the voluminous amount of materials available. Because of these limitations, generalization information is included to serve as a valuable resource for teachers to help students develop positive self-images.

e. Definition of Terms

Agenda: A list of things to be done.

Concensus: General agreement on a decision, a collective opinion.

Feedback: On-going process of responding to other's comments and ideas to ensure two-way communication.

Intergroup relations: Refers to relations between one's own group and other outside groups.

Intra-group relations: Refers to relations within one's own group.

Liaison: A person or group that links organizations and other groups together; provides a means of communication between these groups.

Ombudsman: A person appointed to investigate complaints.

Reality-testing: Making a critical analysis of an idea against some data; trying to see if the idea is workable.

Resource personnel: Individuals, agencies, clubs or other organizations that can provide information and skills.

Socio-drama: Using dramatic techniques, such as role-playing, to examine social issues and problems before a group.

Steering committee: A small group of individuals that equally assumes the leadership responsibilities for the entire group.

f. Organization of the Remainder of the Guide

The remainder of this Curriculum Guide on Human Relations is organized into three sections. Section II includes organizational structures, goals, problem solving techniques, individual and group roles in Human Relations Clubs. Section III consists of specific lessons, units, concepts, strategies, objective activities, skills, developmental values and evaluation techniques to be utilized by teachers and students in classroom settings. Section IV consists of Selected Bibliographies.

WHAT IS A HUMAN RELATIONS CLUB?

The Human Relations Club is interested in promoting good and healthy human relations in your school. Whether it can be between faculty, students, parents, and administrators, or between students themselves is up to you.

A Human Relation Club may have many purposes. Some are:

Helps to bring students together.

Tries to NIP Rumors in the Bud!

Increase Involvement
by
Minimizing Detachment.

Eases the tension between races, cliques, and peer groups.

Helps students to broaden their OUTLOOK on themselves and others.

A Place to bring Problems
and Work on SOLUTIONS!

Yes, a Human Relations Club: Helps to develop a working climate in your school which motivates students toward achieving any of these purposes. It is characterized by constructive and pleasant personal relations, strong leadership, and can provide a growing experience for ALL.

. . . . . Let's Be Human![1]

[1] Unpublished work (Pamphlet)
The National Conference of Christians and Jews, Inc. Human Relations Student Handbook. Marlow Heights, Maryland, 1971. p. 2

GOALS OF HUMAN RELATIONS CLUB

Groups, like individuals, have desires and wants, some of which may be established as goals. It is important that these goals be defined by the group as a whole, and thereby become a collective goal. Perhaps through the use of brainstorming, your club can agree on some long range goals, such as:

1. To encourage greater understanding and closer ties between people of different races, religions, socio-economic backgrounds and persuasions, and

2. To improve communication channels between administrators and students, and faculty and students.

Your club may also develop some short-range goals, which might be:

1. To feel the pulse of the school,

2. To discuss problems which are sources of tension; to help deal with rumors,

3. To sponsor a series of rap sessions on topics of interest in your school, and

4. To develop a Student Communication Committee.

The effectiveness and success of your Human Relations Club will be measured by the progress you have made toward these goals.[2]

[2] Ibid., p. 4.

HUMAN RELATIONS CLUB'S INTERRELATIONSHIP WITH OTHER CLUBS

Human Relations Club's interrelationship with other clubs and organizations may be acting as resource personnel in helping to improve intra-group and inter-group relations. Some of the objectives which your Human Relations Club can work toward in collaboration with other clubs and organizations are:

1. Help to solve inter-group problems, among students, between faculty and students, and between parents and students,
2. Help new groups to get started and attract new members,
3. Show other clubs problem-solving techniques,
4. Develop leadership qualities,
5. Provide guidelines for better group relations,
6. Make sure other clubs don't exclude people,
7. Serve as informal liaison between student groups and the administration and faculty,
8. Help to establish better communication channels between students, faculty and administration, and
9. Serve as a representative body of students to meet and work with parent groups and other community organizations.[3]

[3] Ibid., p. 8.

HOW SHOULD THE HUMAN RELATIONS CLUB BE STRUCTURED?

The organizational structure of your club should be the one which works best in your school, and which can satisfy the individual needs of your group. Some may find that an informal structure, such as a steering committee for example, may provide a more flexible and open atmosphere for transmitting ideas; whereas a more formal structure, such as elected officers, may be more conducive to action oriented tasks.

But whether you choose to have elected officers, a steering committee composed of students of different grade levels, representatives of school organizations or simply chairman and co-chairman, be sure you have:

1. Included persons of all cultural and ethnic backgrounds,

2. Maximum participation of all members in decision-making and an opportunity to share in leadership roles,

3. Outreach efforts to make all feel welcome and needed,

4. The potential for high group morale and cohesiveness, and

5. Clear assignment of responsibilities and duties for planning, executing and follow-up, such as: time and place of meetings, method of publicizing meetings and agenda for meetings.[4]

[4] Ibid., p. 6.

HOW TO ATTRACT MEMBERS

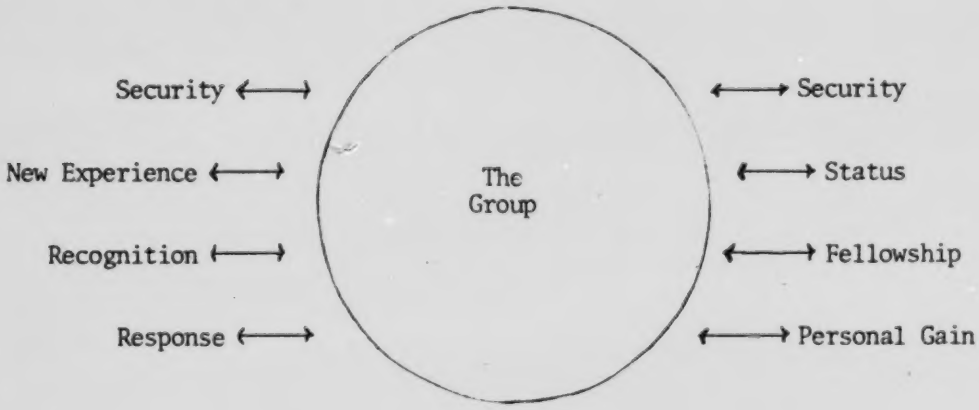
"Center On A Problem"

Some groups come together because people in them feel a common need and wish to deal with it. A mutual concern leads them to interest others and mobilize their friends into sharing action.

"I Wanna Be Me"

There's considerable potential for self-discovery through participating in a human relations group. Some may wish to join and share the learning experience.

Special Activity



"Let's put ads in the school newspaper!"

"That's a good idea! Let's ask for home room raps, too."

"I think we should plan something to do so that when we get our new members, they won't get bored."

"I can make a P.A. announcement, tomorrow morning." [5]

[5] Ibid., p. 6.

To help you organize your Human Relations Club, perhaps this plan will be of help.[6]

HUMAN RELATIONS CLUB PLAN

_____
Name of your school

_____ _____
Name of Club Teacher sponsor

PURPOSE: _____

_____

SPECIFIC GOALS:

1. _____

2. _____

SPECIFIC TASKS FOR THIS YEAR:

1. _____

2. _____

3. _____

How do you Plan to Carry out these tasks? _____

Group members present: _____

Next Meeting Time: _____

Place: _____

6 Ibid., p. 10.

LEADERSHIP GUIDELINES

The leadership of your group may be taken on by one individual or divided among several individuals. Regardless of who or how many group members assume leadership roles, there are certain responsibilities inherent to the position:

1. To help create and maintain an open atmosphere for free discussion and healthy inter-exchange of ideas, encouraging all members to participate, minimizing domination by a few members,

2. To help divide responsibility of group tasks among members, utilizing individual skills and abilities fully and appropriately,

3. To see to it that the group moves in a relatively orderly fashion

   a. Making decisions with group on time and place of next meeting,
   b. Preparing an agenda before the meeting, and
   c. Guiding the pace of group process in order to accomplish items on the agenda, and

4. To keep a general record of what the group has done and what remains to be done.[7]

[7] Ibid., p. 11.

TECHNIQUES

The means by which your Human Relations Club may solve the problems it encounters and reach the goals it establishes are called techniques. There are many techniques; each has its own unique potential and should be chosen accordingly. You may find that some techniques work better with your club than others.

Inevitably, when a group forms, there are forces, internal as well as external (to the group), that generate problems. But group problem solving can be fun and provide the members with an experience which contributes to feelings of commitment and ownership in the group. The following are some techniques which can be used in group problem-solving. Why not try them in your group?

STEPS OF PROBLEM-SOLVING

I. Define the Problem

- A. Gather and discuss individual perceptions of the problem.
- B. Discuss what the problem encompasses and what it does not, and attempt to agree upon the limits and boundaries of the problem.
- C. Decide whether the problem falls within the legitimate purview of the group.
  1. Is group action possible?
  2. Does the problem fall within the scope of authority of this group?
  3. Or, is there need for a referral agency?

II. Gather the Facts

- A. Discuss and decide what must be known in order to deal with the problem adequately.
- B. Investigate where such information can be found.
- C. What is happening? to whom? by whom? with whom? and, if possible, why?
  1. Is this information current and accurate?

III. Redefine the Problem

- A. In light of the new information gathered, redefine the problem
- B. Agree on its limits and boundaries.

IV. List Alternative solutions and Make a Decision

- A. Discuss alternative solutions and investigate their potential effectiveness.
  1. List of steps in a program,
  2. Description of an activity,
  3. Statement of Policy.

- B. Each solution must be checked against the group's goal(s).

TECHNIQUES (continued)

V. Evaluate the Solution

A. Is the solution pertinent and relevant to the factual content of the problem?
B. Does the solution fall within the scope of group authority and its limitations?
C. Does the solution improve present conditions by alleviating or eliminating some or all of the problems?

RAP SESSIONS

When can I go and talk about things that I want to talk about and people will listen??? -

--------- I could do it in a rap session. Get more people's ideas and opinions. -

We could get a group of about 10 people together ----------
and someone to lead the group: then talk about
all those things that have been bugging us.
-

---------- Maybe we should make it a standard rule that we not use anybody's name because it might cause problems. -

Then the whole group could decide what ----------
to do about what we talked about and
get some people to be responsible
for taking the next steps.
-

---------- And last, we could summarize and record the main ideas expressed, the recommendations made and any follow-up steps agreed upon.

FORCE FIELD ANALYSIS

Force Field Analysis allows you to look systematically at the factors in a given situation which may help or hinder a problem or activity from getting under way. It involves four phases:

PHASE I: List all conditions that help or hinder a given situation.

PHASE II: List all individuals or organizations that may have the power/influence to hinder or help in this situation.

PHASE III: Examine the possibility of changing the hindering factors into helping factors. Decide whether or not to go on with the particular activity or program your problem centers upon.

PHASE IV: Decide step by step what is to be done (See Phase I results), and by when.

After Phase IV is completed, you may find that, as a result of obtaining more facts, your problem needs to be redefined. In this case, begin with Phase I and work through the whole process again.

WORKSHOP

Your club may wish to sponsor a workshop which would offer an opportunity for students to work on a particular project, such as giving students training in leadership skills. The planning of a workshop will be crucial to its success. The following is a checklist which you might use in planning such a workshop.

"Planning A Workshop"

I. State the purpose of the workshop.

II. Select a Planning Committee.
Try to get people who are interested and will work hard for the purpose of the workshop. List the groups which should be represented:

1. Faculty members
2. Students
3. Administrators
4. Community residents
5. Educational consultant
6. Area specialist

III. Who should attend:
Invite people who would benefit the most from the workshop and would be good resources for solving problems.

IV. Choosing a workshop site.
A place should be chosen which is centrally located for most people in the workshop. It should provide all of the facilities that will be needed.

TECHNIQUES (continued)

V. Getting in touch with people in workshop.
A letter should be sent to each person wanted in the workshop.

VI. Agenda

A. An agenda should be set up and gone over with all the group leaders. It is important that each group leader understand what his tasks will be for the entire day.
B. Key people should have their duties, in a copied form, also arrangements should be made for the registration of each person.

VII. Follow through.

A. Collect all evaluation sheets and materials.
B. Hold a de-briefing session, with the committee together. This should take place at the workshop site and it should be decided whether or not the purpose or purposes were met. Here is an example of a DE-BRIEFING EVALUATION SHEET:

As a group leader, DID I -	YES	NO
1. Try to know everyone in my group?		
2. Establish a climate of trust and openness?		
3. Communicate well?		
4. Share responsibility?		
5. Determine norms and procedures?		

Did the group -

1. Complete their tasks?
If no, why not?
2. Feel comfortable?
3. Stick to a time schedule?
4. Give a great deal of feedback?

My recommendations to change the workshop:

To what degree did you, as a group leader, feel involved in relation to the planning of the workshop?

Show your reaction to each item by placing the appropriate number in front of each item?

1. Not at all
2. Slightly
3. Fair degree
4. Considerable degree
5. Very high degree

TECHNIQUES (continued)

1. _____ Degree to which I was involved in helping make the workshop plan.

2. _____ My degree of satisfaction with the final workshop.

3. _____ My degree of satisfaction with the procedure for arriving at this plan.

How might the procedure have been improved?

What recommendations can you give to help us plan another workshop of this nature?

ROLE PLAYING - Role playing can be used to bring out several different points of view and put them before the group for discussion.

Steps in preparing for role playing:

1. Problem definition - What is happening here? Who is involved?

2. Delineating alternatives - This is the process of projection. Ask: What do you think will happen now? (Always "will", never "should"). Is this the only way in which it could end?

3. Exploring alternatives - Negative or positive solutions. Students may offer impulsive, negative or anti-social proposals to solve or end.

4. Selecting a proposal - this is the problem you put to students.

5. Selection of volunteers to role play - try to get someone who had input already in the class.

6. Setting the stage for role playing - where is it happening? What is each person doing?

7. Preparing the audience - Ask the group to judge for reality - could this really happen?

8. Start the Role Playing - Make sure that each person knows his role - Stop when you spot a curve in the problem.

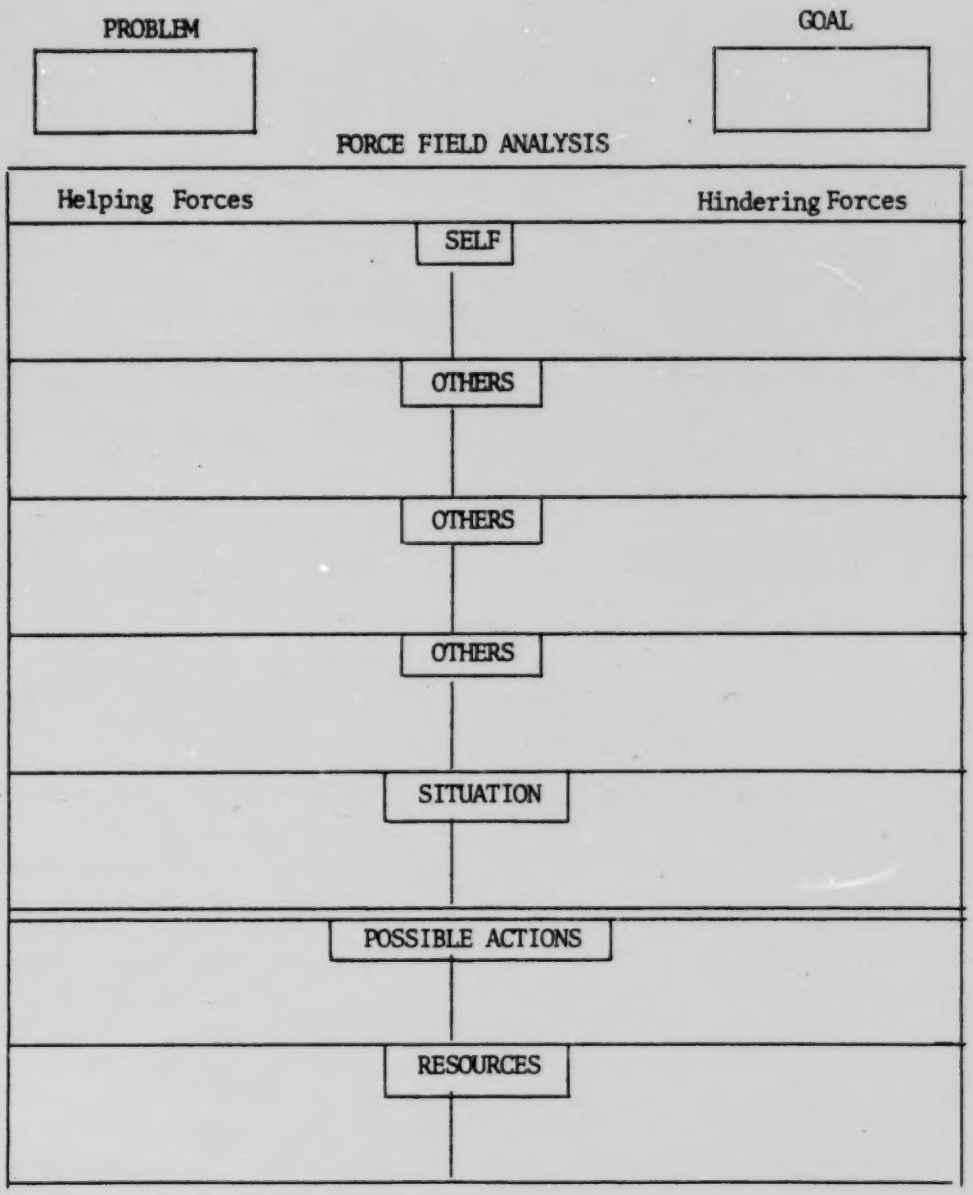
9. Discussing the enactment - What has been happening here? Who will benefit by it? Will someone be unhappy?

10. Decision making - which of the solutions to the problem do you think is the best? Why is it best? Who will benefit by it? Will someone be unhappy?

11. Extension of (further exploration of) consequences of the proposed solution - search out new solutions - What could have happened if . . ?

12. Role Reversal - Change chief characters in problem play. See how it is when odds change - how it affects you now as the other person.

ANALYSIS SHEET



8 Ibid., p. 29.

FUNCTIONAL ROLES OF GROUP MEMBERS

(Reprinted from "The Journal of Social Issues" - Benne, K. D. and Sheats, P. - Functional Roles of Group Members." 4-2-42-47 Spring 1948.)

The member-roles identified in this analysis are classified into three broad groupings.

1. Group task roles. Participant roles here are related to the task which the group is deciding to undertake or has undertaken. Their purpose is to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem.

2. Group building and maintenance roles. The roles in this category are oriented toward the function of the group as a group. They are designed to alter or maintain the group way of working, to strengthen, regulate and perpetuate the group as a group.

3. Individual roles. This category does not classify member-roles as such since the "participants" denoted here are directed toward the satisfaction of the "participant's" in dividual needs. Their purpose is some individual goal which is not relevant either to the group task or to the functioning of the group as a group. Such participations are, of course, highly relevant to the problem of such training, insofar as such training is directed toward improving group maturity or group task efficiency.

GROUP TASK ROLES

The following analysis assumes that the task of the discussion group is to select, define and solve common problems. The roles are identified in relation to functions of facilitation and coordination of group problem-solving activities.

a. The initiator-contributor suggests or proposes to the group new ideas or a changed way of regarding the group problem or goal. The novelty proposed may take the form of suggestions of a new group or a new definition of the problem. It may take the form of a suggested solution or some way of handling a difficulty that the group has encountered. Or it may take the form of a proposed new procedure for the group, a new way of organizing the group for the task ahead.

b. The information seeker asks for clarification of suggestions made in terms of their factual adequacy, for authoritative information and facts pertinent to the problem being discussed.

c. The opinion seeker asks not primarily for the facts of the case but for a clarification of the values pertinent to what the group is undertaking or of values involved in a suggestion made or in alternative suggestions.

d. The information giver offers facts of generalizations which are "authoritative" or relates his own experience pertinently to the group problem.

e. The opinion giver states his belief or opinion pertinently to a suggestion made or to alternative suggestions. The emphasis is on his proposal of what should become the group's view of pertinent values, not primarily upon relevant facts or information.

f. The elaborator spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions previously made and tries to deduce how an idea or suggestion would work out if adopted by the group.

g. The coordinator shows or clarifies the relationships among various ideas and suggestions, tries to pull ideas and suggestions together or tries to coordinate the activities of various members of subgroups.

h. The orienter defines the position of the group with respect to its goals by summarizing what has occurred, points to the departures from either directions or goals, or raises questions about the direction which the group discussion is taking.

i. The evaluator-critic subjects the accomplishment of the group to some standard or set of standards of group-functioning in the context of the group task. Thus he may evaluate or question the "practicality", the "logic", the "facts", or the "procedure" of a suggestion or of some unit of group discussion.

j. The energizer prods the group to action or decision, attempts to stimulate or arouse the group to "greater" or "higher quality" activity.

k. The procedural technician expedites group movement by doing things for the group - performing routine tasks, distributing material, or manipulating objects for the group; e.g., rearranging the seating or running the recording machine, etc.

l. The recorder writes down suggestions, makes a record of group decisions, or writes down the product of discussion. The recorder role is the "group memory".

GROUP BUILDING AND MAINTENANCE ROLES

Here the analysis of member-functions is oriented to those participants which have for their purpose the building of group centered attitudes on orientation among the members of a group or the maintenance and perpetuation of such group-centered behavior. A given contribution may involve several roles and a member or the "leader" may perform various roles in successive contributions.

a. The encourager praises, agrees with and accepts the contribution of others. He indicates warmth and solidarity in his attitude toward other group members, offers commendation and praise and in various ways indicates understanding and acceptance of other points of view, ideas and suggestions.

b. The harmonizer mediates the difference between other members, attempts to reconcile disagreements, relieves tension in conflict situations through jesting or pouring oil on the troubled waters, etc.

c. The compromiser operates from within a conflict in which his idea or position is involved. He may offer compromise by yielding status, admitting his error, by disciplining himself to maintain group harmony, or by "coming half-way" in moving along with the group.

d. The gate-keeper and expediter attempts to keep communication channels open by encouraging or facilitating the participation of others ("We haven't got the ideas of Mr. X yet", etc.) or by proposing regulation of the flow of communication ("Why don't we limit the length of our contributions so that everyone will have a chance to contribute?", etc.).

e. The standard setter or ego ideal expresses standards for the group to attempt to achieve in its functioning or applies standards in evaluating the quality of group processes.

f. The group-observer and commentator keeps records of various aspects of group process and feeds such data with proposed interpretations into the group's evaluation of its own procedures.

g. The follower goes along with the movement of the group, more or less, passively accepting the ideas of others, serving as an audience in group discussion and decision.

"INDIVIDUAL" ROLES

Attempts by "members" of a group to satisfy individual needs which are irrelevant to the group task and which are non-oriented or negatively oriented to group building and maintenance set problems of group and member training. A high incidence of "individual-centered" participation in a group always calls for self-diagnosis of the group. The diagnosis may reveal one or several of a number of conditions--low level of skill-training among members, including the group leader; the prevalence of "authoritarian" and "laissez faire" points of view toward group functioning in the group; a low level of group maturity, discipline and morale; and inappropriately chosen and inadequately defined group task, etc. Whatever the diagnosis, it is in this setting that the training needs of the group are to be discovered and group training efforts to meet these needs are to be defined. The outright "suppression" of "individual roles" will deprive the group of data needed for really adequate self-diagnosis and therapy.

a. The aggressor may work in many ways - deflating the status of others, expressing disapproval of the values, acts or feelings of others, attacking the group or the problem it is working on, joking aggressively, showing envy toward another's contribution by trying to take credit for it, etc.

b. The blocker tends to be negativistic and stubbornly resistant, disagreeing and opporing without or beyond "reason" and attempting to maintain or bring back an issue after the group has reflected or by passed it.

c. The recognition-seeker works in various ways to call attention to himself, whether through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent his being placed in an "inferior" position, etc.

d. The self-confessor uses the audience opportunity which the group setting provides to express personal, non-group oriented "feeling", "insight", "idealogy", etc.

e. The playboy makes a display of his lack of involvement in the group's processes. This may take the form of cynicism, nonchalence, horseplay and other more or less studies forms of "out of left field" behavior.

f. The dominator tries to assert authority or superiority in manipulating the group or certain members of the group. This domination may take the form of flattery, of asserting a superior status or right to attention, giving directions authoritatively, interrupting the contributions of others, etc.

g. The help-seeker attempts to call forth "sympathy" response from other group members whether through expressions of insecurity, personal confusion or depreciation of himself beyond "reason."

h. The special interest pleader speaks for the "small business man", the "grass roots" community, the "housewife", the "laborer", etc., usually cloaking his own prejudices or biases in the stereotype which best fits his individual need.

INSTRUCTIONAL GUIDE

LESSON: Number One **GRADE:** All Grades

SUBJECT OR UNIT: Self Awareness **UNIT OF TIME:** Teacher judgment

CONCEPT: Developing self awareness (autogenous development)

STRATEGIES: Learning about one's self thru language arts and discussing problems that are currently confronting others.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
The students shall: 1. understand and accept self, and 2. learn to get along with others by adjusting to group living, and developing a feeling of security and a sense of belonging. MATERIALS, FILMS, ETC. Filmstrip: Community Helpers Study Print: Moods and Emotions Film: How To Solve a Problem White construction paper and colored pencils	1. The class shall hold group discussions on "their feelings toward their families and friends." 2. The class shall discuss their feelings for pets. 3. The class shall listen to stories about children's feelings followed with discussions and illustrations. 4. The class shall collect and organize pictures of children showing various emotions for discussions and bulletin board displays. 5. The class shall discuss situations which advance depict ones successes by various advance facial expressions. 6. The students shall listen to stories which emphasize courtesy, cooperation and other desirable traits necessary for sound living practices based on community standards.	If instruction has been effective, there shall be observable evidence that the pupils: 1. are developing feelings of security and acceptance among their peers, 2. willingly participate in group activities, 3. contribute to the beauty of the school surroundings, 4. assume responsibility in play and work activities and in the care of materials,

INSTRUCTIONAL GUIDE

LESSON: Number One

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
	7. The students shall define, write a position paper and discuss the importance of good mental health in human relations. 8. The students shall list, discuss and write a summary of at least twenty (20) problems related to good mental health. 9. The students shall list, discuss and write a position paper on the role of mass communication and its positive and negative effect on good mental health. 10. Students shall define and discuss the following terms a. awareness b. autogenous c. development d. mental health e. self-awareness f. feeling g. accept self h. security i. human relations j. success	5. refrain from unnecessary display of temper, 6. voluntarily share possessions with others, 7. are developing the ability to cope in adverse situations, and 8. assume the role of disciplining self. 9. Students shall demonstrate their understanding of the overall lesson on mental health in drawing traits which result in positive self-images.

INSTRUCTIONAL GUIDE

LESSON: Number Two

GRADE: All Grades

SUBJECT OR UNIT: Cooperation

UNIT OF TIME: Varies

CONCEPT: Building trust through cooperation

STRATEGIES: Students shall read books and perform group tasks where cooperation is essential in in attaining a goal.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The students shall demonstrate their trust in their classmates by the way they participate in exercises which require trust and cooperation. MATERIALS, FILMS, ETC. White construction paper Colored pencils	1. Divide the class into two teams and give each team a puzzle to assemble. Instruct the class that the team which finishes first wins and shall be rewarded. (The teacher shall choose the token.) 2. The teacher shall note the responses of the individuals during the activity, whether they work cooperatively or independently. Allow time for a discussion following the activity and have the students discuss the importance of cooperation and of trusting the ideas of their classmates during the activities. 3. Students shall define and discuss how trust and cooperation can be built and maintained between individuals and groups. 4. Students shall define and discuss the following terms: a. cooperation b. trust c. team d. group e. participation	1. Students shall be given a written examination in which they shall be instructed to define and discuss the following terms: a. cooperation b. trust c. team d. group e. participation 2. If instruction has been effective, students shall exhibit cooperation during classroom activities. 3. Students shall demonstrate in a drawing how trust and cooperation can be built and maintained between individuals and groups.

32

33

INSTRUCTIONAL GUIDE

LESSON: Number Three **GRADE:** All Grades

SUBJECT OR UNIT: Respect for Others **UNIT OF TIME:** Teacher judgment

CONCEPT: Developing constructive human relationships through positive attitudes of respect for others

STRATEGIES: Students shall engage in the Exercise for Experiencing Respect, group discussions, view filmstrips, and write papers.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
Students shall: 1. understand the nature and importance of respect, and 2. develop attitudes of respect for others and thereby develop constructive human relationships. Materials, Films, Etc. Film: Eye of the Storm Book: Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/Standard, 1970. pp. 55-60.	1. Students shall engage in the Exercise for Experiencing Respect. 2. Following the exercise the instructor shall introduce the questions for discussion of respect. 3. Students shall list ten (10) problems and write a position paper related to respect for others. 4. Students shall list and discuss traits most respected in other people. 5. Students shall discuss why the rights of others during a group activity should be respected. 6. Students shall discuss the importance of trust, understanding, acceptance, and open-mindedness in building respect for others.	1. The effectiveness of the Exercise for Experiencing Respect shall be evidenced in: a. the observable reaction of the students to the speaker, and b. the responses of the students to the discussion questions. 2. Students shall exhibit observable signs of consideration for the instructor and classmates. 3. Students shall write an essay on the nature and importance of respect.

INSTRUCTIONAL GUIDE

LESSON: Number Three (continued)

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
		4. Students shall write an essay on the relationship of the following to building respect for others. 1. Acceptance 2. Trust 3. Consideration 4. Open-mindedness

LESSON - 3

Exercise for Experiencing Respect

Purpose:

To help students feel what it is like not to be respected and to recognize the kinds of reactions it evokes in them, thus creating a situation in which the nature and importance of respect can be discussed.

Preparation:

Ask a friend, ideally someone whom the students do not know or have little contact with, to help you in the exercise. The students are told that this person is coming to give a talk on some topic that is related to what you are treating in class. Do not mention that you plan to introduce the topic of respect.

Instructions:

1. Your friend is instructed to go through the motions of talking on the announced subject but to be as insulting and disrespectful as he can to the students. For example, he could begin by saying, "You probably are not intelligent enough to follow what I am going to say, but I will try to explain it to you." He might single out individual students to whom he can direct insulting comments, and in general be obnoxious. It would be good if he made some categorizing statements, like "Since you are kids, you probably aren't interested in any serious questions." Or "You're not paying attention to what I'm saying. That's the trouble with you kids, no respect for your elders." At the same time he should try not to be too obvious about what he is doing.

2. After he has aroused sufficient feelings in the students (and before you have a riot on your hands) you can interrupt the speaker and direct a question at one of the students most provoked, such as: "John, how do you feel about the way Mr. Smith has been treating the students in this class?" If properly encouraged that you are on his side at this point, John will give an honest answer regarding his anger. You may ask for comments from one or two others, and then explain that the whole effort was a "put on" in order to give them an immediate experience of what it feels like to be disrespected.

3. You can then begin the general discussion with some of the following questions. The guest speaker may stay and join in.

Discussion of Respect

1. What were your first reactions when you began to feel that the speaker was not respecting you? Anger, embarrassment for him, indifference.

Discussion of Respect (continued)

2. As he continued, were you able to pay attention to what he was saying or had he "turned you off"? Did you feel he had put you in a box or had already labeled you without first getting to know you personally?

3. Have you ever been treated this way as an individual? By whom? How did you feel?

4. Is the kind of attitude the speaker displayed rather common today in society? Do adults in general disrespect high school students? How about the way high school students treat adults? Who is to blame?

5. Since the speaker really didn't know any of you, did you feel he was very unfair and prejudiced in the way he was treating you? Is this a normal way to treat people you don't know?

6. Do high school students often treat each other in the same way before they get to know each other? Why?

7. We had a good example of what it feels like to be disrespected. Can you think of sometimes when someone respected you before he really knew you? Can you give examples? How did you feel and react then?

8. What do you think respect really is? What do you think is necessary before you can respect someone?

9. Why does it often happen that in a group, high school students can give someone like a bus driver a hard time, but when each student is alone he can be so very nice to people, even strangers?

10. What would happen if you began to respect everyone you met? Would you be taken? Would you get hurt? Can you really respect everyone you meet?

INSTRUCTIONAL GUIDE

LESSON: Number Four

GRADE: All Grades

SUBJECT OR UNIT: Group and Individual Acceptance

UNIT OF TIME: Teacher judgment

CONCEPT: Creating an awareness of others

STRATEGIES: Students shall be exposed to group activities within a group, view filmstrips, and write a paper.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
The student shall: 1. develop an understanding of some of the qualities necessary for group acceptance. Materials, films, etc. Filmstrip: How Do You Feel? Cassette Tapes: Human Relations Filmstrip: Practicing Good Citizenship	1. The students shall view a film related to group cooperation. 2. The students shall read or tell a story which depicts various patterns of behavior and discuss the relationship of character traits to group acceptance. 3. The students shall be assigned a specific task that will contribute to a group objective. 4. The students shall be involved in creative activities which will provide opportunities for sharing. 5. The students shall make a list of and discuss ten (10) ways in which individuals may contribute to group success. 6. The students shall write a paper on how individuals and groups accept members in five (5) school activities. 7. The students shall discuss the various television programs that are related to group acceptance and write a summary of each.	If instruction has been effective, there will be observable evidence that the student: 1. helps others, 2. receives constructive suggestions and criticisms cheerfully, 3. refrains from criticizing the mistakes of others, and 4. cooperates with the class in activities.

INSTRUCTIONAL GUIDE

LESSON: Number Four

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
	8. Each student shall list the definitions of and discuss the following terms: a. acceptance b. cooperation c. citizenship d. relationship e. human interaction	

INSTRUCTIONAL GUIDE

LESSON: Number Five

GRADE: All Grades

SUBJECT OR UNIT: Awareness

UNIT OF TIME: Teacher judgment

CONCEPT: Creating an awareness of one's total surroundings

STRATEGIES: Students shall be exposed to their surroundings.

OBJECTIVES

1. The goal of this lesson is to increase in students their sensory awareness of others and their total surroundings.

Materials, Films, etc.

Filmstrips: Be-Attitudes
2 color filmstrips; 2 cassettes
Elementary to Adult

How Do You Feel?
Primary, Intermediate

Book: Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/Standard, 1970. pp. 22-28.

EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR

ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED

1. Students shall define and discuss the following terms:

a. awareness
b. sensory awareness
c. surroundings
d. society
e. people
f. color
g. scores
h. odors
i. habits
j. sight
k. emotional awareness

2. Students shall list, write a position paper, and discuss several examples of sensory awareness from the following list:

a. sights
b. sounds
c. textures
d. smells
e. emotions
f. colors
g. words

3. Students shall discuss, research the topic and write a paper on the purpose of sensory awareness in the total education program.

DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION

1. Students shall be given a written examination in which they shall be instructed to define and discuss those awareness terms discussed in class.

2. Students shall be given a pop quiz in which they shall be instructed to write an awareness essay on things observed about their environment while on the way to class.

3. The effectiveness of the Exercise for Experiencing Sensory Awareness will be evidenced in the student's responses to the discussion questions.

INSTRUCTIONAL GUIDE

LESSON: Lesson Five

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
	4. Students shall discuss, list and do research on problems related to sensory awareness in the resolution of students' problems. 5. Students shall engage in the exercise for Experiencing Sensory Awareness. 6. The instructor shall introduce the discussion of Awareness based on questions provided.	

46

47

INSTRUCTIONAL GUIDE

LESSON: Number Six **GRADE:** All Grades

SUBJECT OR UNIT: Listening **UNIT OF TIME:** Teacher judgment

CONCEPT: Communication begins with listening.

STRATEGIES: Students shall engage in the Exercise for Experiencing Listening, participate in group discussions, write papers, and view filmstrips.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
Students shall: 1. understand that listening means more than hearing, 2. develop an awareness of the importance of listening as the foundation for communication, and 3. develop the capacity to listen. Materials, Films, Etc. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/Standard, 1970. Film: Are You Listening? 12½ min., 16 mm; Black/White Secondary, Adult	1. The class shall discuss the following: a. their definitions of listening b. the difference between listening and hearing c. the importance of listening 2. Following the discussion, students shall write a paper defining and discussing listening, the importance of listening and the difference between listening and hearing. 3. The instructor shall read passages from a book or magazine and quiz the students on what was read. 4. Students shall engage in the Exercise for Experiencing Listening. 5. Following the exercise, the instructor shall introduce the questions for discussion of listening.	1. Students shall write a paper entitled "Communication Begins With Listening."

LESSON - 6

Exercise for Experiencing Listening

Purpose:

To involve the students in a listening activity so they can discover for themselves just how well they do listen, and to motivate them to improve.

Preparation:

The students should be paired off in some random fashion. For best results, however, avoid pairing two close friends together.

Instructions:

1. Explain to the students that they are going to take turns talking to one another for the purpose of discovering how well they can listen. Stress the importance of a serious mood. If the group is giddy, the exercise will have little effect. The rules are:
   a. Each person is to talk for three minutes about his parents or guardian, telling his partner whatever he thinks is significant about them. After the first person finishes (it is good to announce when three minutes are up) the second member of the pair begins doing the same thing.
   b. When a person is talking, the listener should not speak, interrupt or ask questions. He should simply listen.
   c. The conversations should be kept in a low tone so as not to disturb the other pairs and to insure privacy. When they understand what they are to do, have them begin; after three minutes are up, have the speaker become the listener.
2. When both partners have had their turn, explain that now you are going to test how well they listened. Based on what they heard, one person is to tell his partner how he thinks his partner feels about his parents. Specifically, he should try to pick out what his partner thinks is the best thing about his parents, and what most upsets him about his parents. When he has done this, the partner judges whether or not he was accurate. Then the second person goes through the same process and his accuracy is judged in turn. Through this part of the exercise the students should get a better feel of what you mean by listening not just to words but to the whole person, his feelings, his attitudes, etc.
3. Now the process is repeated with a new topic. Each partner should take turns talking three minutes about himself, stating what he thinks are the most significant things about himself. When both have had a turn, they are tested for good listening by answering this question to one another: How does your partner feel about himself; what does he think are his best qualities and what does he most dislike about himself?
   When this is completed the students should be ready to enter into a general discussion on the topic of listening as a mode of communication that helps people to get to know each other better.
   Note: The exercise and subsequent discussion can be rendered more effective by briefing one person ahead of time to give his partner the impression that he is uninterested and distracted and not really listening. When discussion is in progress single out the "slighted" partner for his reactions. It can often illustrate very graphically the effects on communication when someone does not at least try to listen.

Discussion of Listening

1. How did you feel when you were talking? Self-conscious? Did you feel that the other person was really trying to listen to you? Did this make it easier for you to talk?
2. What are some indications that a person is really trying to listen to you? Can you fake an appearance of listening even though you are not?
3. In this kind of situation, which do you prefer - to be the listener or the speaker?
4. How well do you feel your partner zeroed in on what you were feeling and what you were really saying? Was anyone surprised by the way his partner answered the question about what he was saying or feeling?
5. Do you think it would be good if everyone tried to listen to you as intently as we tried to listen to each other in this exercise? How would it affect your willingness to communicate?
6. If you attempted to listen intently, as we tried to do here, to your parents, do you think it would improve your communication with them? Why? Why not?
7. As a listener, do you feel that you learned some new things about your partner, even though you had talked to him before, precisely because you really concentrated on listening? Do you think listening is a good way to get to know someone?
8. Is there more to communication than listening? What, for instance?
9. What happens when you simply don't like someone? Can you still listen to him?
10. How much real listening takes place in a situation like the school cafeteria? Does much listening take place in relation to teachers and students? If not, why not?

INSTRUCTIONAL GUIDE

LESSON: Number Seven

GRADE: All Grades

SUBJECT OR UNIT: Communication

UNIT OF TIME: Teacher judgment

CONCEPT: Developing effective communication skills.

STRATEGIES: Students shall engage in the exercises for experiencing effective and ineffective means of communication, participate in group discussions, view filmstrips, and write papers.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
Students shall: 1. become aware of conditions which hinder effective communication, 2. become aware of the importance of effective communication, 3. become aware of nonverbal and verbal communication, and 4. develop effective communication skills. Materials, Films, Etc. Mill and Porter. Laboratories in Human Relations Training. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1972. Pfeiffer and Jones. A Handbook of Structured Experiences for Human Relations Training, Volume II. California: University Associates Publishers and Consultants, 1974. pp. 12-18	1. The class shall discuss the definition of communication. 2. The class shall discuss the role of each of the following in communication: a. sender b. receiver c. message 3. If a message is not fully comprehended, it is because something caused an interference. This interference is called noise. 4. Given the above definition, students shall cite and discuss incidences of noise in reference to the sender and the receiver. 5. Students shall engage in A Communication Experiment: A Rumor Clinic. 6. The instructor, following the exercise, shall lead a discussion with the group on the implications of communications.	1. The class shall write a paper entitled "What Is Communication?" In this paper the student shall discuss the role of the sender and the receiver in effective communication, the three types of messages, and discuss ways in which noise hinders effective communication. 2. The effectiveness of the Rumor Clinic Exercise will be evidenced in the students discussion of the exercise. The effectiveness of the One-Way-Two-Way Communications Experiment will be evidenced by having the students write a paper on the importance of two-way communication.

INSTRUCTIONAL GUIDE

LESSON: Number Seven (continued)

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
	A message may be verbal, nonverbal, or behavioral. 7. Given the above statement, students shall cite incidences of each of the three types of messages. 8. Students shall engage in A Communications Experiment: One Way-Two Way. 9. Following the exercise the instructor shall lead the class into a discussion of the difference between one-way and two-way communication and the importance of two-way communication.	

Materials, Films, Etc.

Film: Miscommunications
13 min., Color
Early Secondary, Adult

Lesson - 7

RUMOR CLINIC:
A COMMUNICATIONS EXPERIMENT

Goal

To illustrate distortions which may occur in transmission of information from an original source through several individuals to a final destination.

Group Size

Unlimited. There should be a minimum of eight participants.

Time Required

Thirty minutes.

Materials

I. Copies of the Rumor-Clinic Observation Form for process observers.

II. Newsprint and felt-tipped marker.

Physical Setting

I. A meeting room. All observers are seated facing an area where the rumor clinic is staged.

II. A separate room in which volunteers can be isolated.

Process

I. The facilitator asks for six volunteers. (The rest of the group remains to act as process observers.)

II. Five of the six volunteers are asked to go into the isolation room. One remains in the meeting room with the facilitator and the observers.

III. The facilitator distributes Rumor-Clinic Observation Forms to the observers, who are to take notes on the proceedings.

IV. He then reads the "accident report" on the Observation Form to the volunteer, who may not take notes on what he hears.

V. The facilitator asks a volunteer in the isolation room to return.

VI. The first volunteer repeats to the second what he heard from the facilitator. It is important that each volunteer transmit the message in his own way, without help.

VII. A third volunteer returns, and the second repeats what he heard from the first.

VIII. The process is repeated until all volunteers but the sixth have had the message transmitted to them.

IX. Then the sixth volunteer returns to the room. He is told to assume the role of policeman. The fifth participant repeats the message to the policeman. Afterwards, the policeman writes the message on newsprint so the group can read it.

X. The facilitator then posts the original message(previously prepared on newsprint) so it can be compared with the policeman's version.

XI. Oberservers are asked to report their notes. Volunteers then discuss their experience. The facilitator leads a discussion with the entire group on implications of the Rumor Clinic.

Variations

I. The succession of messages can be recorded (either audio or video) for replay during the processing.
II. The message can be rewritten to be more pertinent to the particular group.
III. A brief silent film, "Fidelity of Report," can be used as the message (See '72 Annual, page 246, for a reference.)
IV. The entire group can be used as conveyors of messages. (No observers are used.) Groups of six are formed, and five persons from each group are sent to the isolation room. The facilitator reads the message to the remaining participants. One member from each group is brought back into the meeting room at the same time to receive the message. The final members simultaneously write the message for all to see.

RUMOR-CLINIC OBSERVATION FORM

Accident Report: "I cannot wait to report this accident to the police. I must get to the hospital as soon as possible.

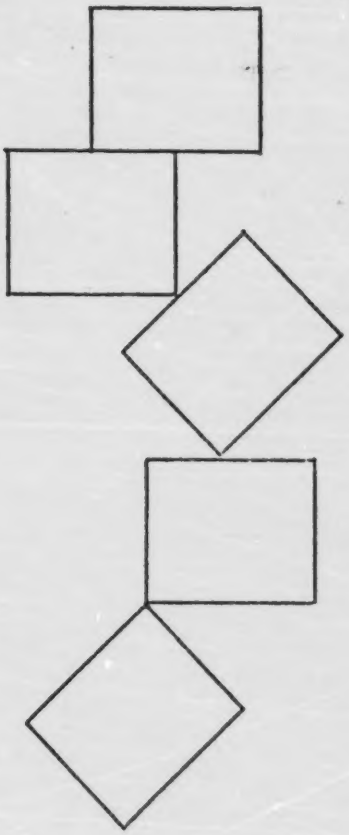
"The delivery truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

Volunteer	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6 (policeman)			

Lesson - 7

DIAGRAM I: ONE-WAY COMMUNICATION

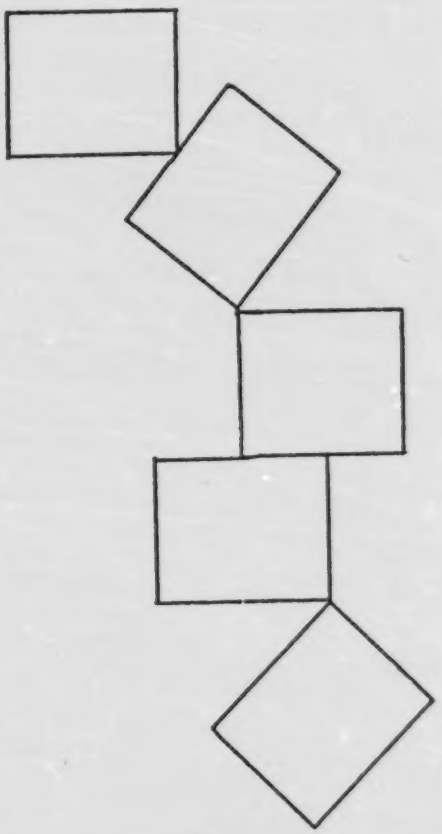
Instructions: Study the series of squares below. With your back to the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.



Lesson - 7

DIAGRAM II: TWO-WAY COMMUNICATION

Instructions: Study the squares below. Facing the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.



Variations

I. Instead of medians, means (arithmetic averages) may be computed.

II. Additional phases such as the following can be included:

1. Two-way, with demonstrator facing participants, who are permitted to react nonverbally.

2. Two-way, with demonstrator not facing participants.

III. Two or more participants can be selected to work together as a demonstration team.

IV. Teams of participants can be formed to draw the diagrams on newsprint cooperatively.

V. The content can be changed to include data relevant to the objectives of the training and/or a more complex type of problem.

VI. Physical models, made of dominoes or blocks, can be described by the demonstrator.

Lesson - 7

ONE-WAY, TWO-WAY:
A COMMUNICATIONS EXPERIMENT

Goals

I. To conceptualize the superior functioning of two-way communication through participatory demonstration.

II. To examine the application of communication in family, social, and occupational settings.

Group Size

Unlimited.

Time Required

Approximately forty-five minutes.

Materials

I. Newsprint and felt-tipped marker.

II. Two sheets of paper and a pencil for each participant.

III. A reproduction of Diagram I and Diagram II for the demonstrator.

Physical Setting

Participants should be seated facing the demonstrator, but in such a way that it will be difficult, if not impossible, to see each other's drawings.

Process

I. The facilitator may wish to begin a discussion about ways of looking at communication in terms of content, direction, networks, or interference.

II. The facilitator explains that the group will experiment with the directional aspects of communication by participating in the following exercise:

1. The facilitator selects a demonstrator and one or two observers. The remaining participants each are supplied with a pencil and two sheets of paper. They are instructed to label one sheet Diagram I and the other Diagram II.

2. The facilitator tells the group that the demonstrator will give them directions for drawing a series of squares. Par-

ticipants are instructed to draw the squares exactly as the demonstrator tells them, on the paper labeled Diagram I. Participants may neither ask questions nor give audible responses.

3. The demonstrator is asked to study the arrangement of squares in Diagram I for two minutes.

4. The facilitator instructs the observers to take notes on the behavior and reactions of the demonstrator and/or the participants.

5. The facilitator prepares the following three tables on newsprint.

TABLE 1
(For Diagram I)

Number Correct	Estimate	Actual
5		
4		
3		
2		
1		
0		

TABLE 2

(For Diagram II)

Number Correct	Estimate	Actual
5		
4		
3		
2		
1		
0		

TABLE 3
(Summary)

	Diagram I	Diagram II
Time Estimated		
Estimated Median		
Actual Median		

6. The facilitator asks the demonstrator to turn his back to the group or to stand behind a screen. The facilitator then asks him to proceed, reminding him to tell the group what to draw as quickly and as accurately as he can. The facilitator again cautions the group not to ask questions.

7. The time it takes the demonstrator to complete his instructions is recorded in the summary Table 3 under Diagram I.

8. Each student is asked to estimate the number of squares he has drawn correctly in relation to the other squares. The facilitator then tabulates the participants' estimates in Table I.

9. The first phase of the experience is repeated with the following modifications: The demonstrator uses Diagram II, he faces the group, and he is allowed to respond to questions from the group. The participants should use the papers labeled Diagram II.

10. The facilitator has each of the participants estimate the number of squares he has drawn correctly in the second phase of the exercise and tabulates the estimates on Table 2. The facilitator then uses Tables 1 and 2 to calculate the median (or average) estimated accuracy for both Diagram I and Diagram II. He posts these medians in Table 3.

11. The group is then shown the actual diagrams for the two sets of squares. Each participant counts the number of squares he has drawn correctly on each diagram.

12. In the last columns of Tables 1 and 2, the facilitator tabulates the number of squares the participants have drawn correctly for each diagram. From the data, he determines the medians for Diagrams I and II and enters these in Table 3.

III. The facilitator leads a discussion of the results in terms of time, accuracy, and level of confidence, calling upon "back-home" experience and application.

IV. The observers report their process observations. The group discusses these in relation to the data generated during the first phase of the discussion.

INSTRUCTIONAL GUIDE

LESSON: Number Eight

GRADE: All Grades

SUBJECT OR UNIT: School/Community Relations

UNIT OF TIME: Teacher judgment

CONCEPT: Meaningful relations between the schools and the community will come only through effective communications between parents, students, community personnel and educators.

STRATEGIES: Human Relations Club shall assist in developing community advisory councils, sponsoring assemblies, investigating innovative approaches, and utilizing the media.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The goal of this guide is to assist the Human Relations Club in implementing programs with teachers and administrators, school and community groups, and creating positive interaction between the schools and the community. Materials, Films, Etc. Pamphlet: Hylton, V. Wendell. School/Community Relations: A Guide to Positive Interaction Between the School and Community. Richmond, VA., Office of School Integration Services, State Department of Education. Film: Community Helpers Eight filmstrips Kindergarten, Primary	The Human Relations Club shall: 1. Work with the art classes or art club in the school to design posters based on the following captions: a. Communication is the key, and b. The school reflects the community which they serve. 2. Involve other school personnel and clubs in sponsoring a series of assemblies in which the key speakers will be persons of leadership positions in the community. 3. Involve various school and community personnel and organizations in sponsoring an "Expo" to convey information concerning community and school activities and functions. 4. Encourage teachers to have students decorate the classroom blackboard with drawings, pictures, or articles relating to activities of various community organizations.	1. The effectiveness of the various community/school relations programs will be determined by the teachers in the individual classrooms through group discussions on activities and functions of various community organizations. 2. The effectiveness of the "Expo" will be evidenced in the quantity of student and community turnout.

INSTRUCTIONAL GUIDE

LESSON: Number Nine

GRADE: All Grades

SUBJECT OR UNIT: Prejudice

UNIT OF TIME: Teacher judgment

CONCEPT: Broadening the students' understanding of the nature of prejudice

STRATEGIES: Students shall engage in group discussions, the Exercise for Experiencing Prejudice, view filmstrips, and write papers.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
Students shall: 1. develop the realization that they are capable of prejudice, 2. become aware of the different forms of prejudice and the nature of prejudice, 3. become aware of certain prejudices they possess, and 4. strive to develop "deliberated honesty" as a counter to the tendency to prejudice. Materials, films, etc. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/ Standard, 1970. pp. 69-78. Allport, Gordon W. Nature of Prejudice. New York: Doubleday and Company, Inc. 1954	1. Students shall engage in the Exercise for Experiencing Prejudice. 2. Following the exercise, the instructor shall introduce the questions for discussion of prejudice.	1. Students shall write a paper on prejudice in which they shall define and discuss prejudice and the different forms of prejudice.

INSTRUCTIONAL GUIDE

LESSON: Lesson Nine

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
MATERIALS, FILMS, ETC. Films: Bill Cosby on Prejudice 25 minutes, color Upper Elementary to Adult Eye of the Storm 25 minutes, color Primary school through Adult The Victims 48 minutes, black and white Secondary, Adult		

Lesson - 9

Exercise for Experiencing Prejudice

Purpose:

To involve the students in an activity which will demonstrate that we all have prejudices, thus opening up the opportunity to discuss the nature of prejudice in a personal rather than a theoretical way.

Preparation:

Each student should be supplied with a single sheet of paper and a pencil. The paper should be folded in half lengthwise. Take a small box, perhaps the size of a shoe box, and place in it any object, valuable or useless (eg. your watch, a wornout ballpoint pen). Then wrap the box, either in a fancy way like a gift or in a careless way with newspaper and string.

Instructions:

Explain to the students that you are going to give them a "psychological test," but do not explain what the test is meant to measure. Assure them that it is a fun test and is not intended to embarrass anyone. Tell them that you are going to ask a series of questions and they are to answer them as honestly as they can, using the paper supplied to write the answers, and numbering them in the order given. The questions are these:

1. Do you like cats? Answer yes, no or uncertain.
2. Do you like raw oysters? Answer yes, no or uncertain.
3. Do you like classical music? Answer yes, no or uncertain.
4. Would you like to live in Europe? Answer yes, no or uncertain.
5. Do you like to waltz? Answer yes, no or uncertain.
6. Would you like to know what is in this package I am holding up? Answer yes, no or uncertain.

Now ask them to turn the paper over and answer the following questions, which are the second part of the above questions:

1. Have you ever owned a cat for more than a month? Yes or No.
2. Have you ever eaten raw oysters? Yes or No.
3. Have you ever attended a symphony or listened to a complete recording of one? Yes or No.
4. Have you ever been to Europe? Yes or No.
5. Do you know how to waltz? Yes or No.
6. Do you think there is womething valuable in this package? Answer Yes, No or Uncertain.

When they have written their answers, have the students unfold the paper so both sets of answers are visible. To score the test they are to use the following procedure:

1. They get a zero if the second part of the question was answered no and the first part of the question was answered either yes or no.
   Eg. Do you like cats? Yes. (Or No)
2. They get one point if they answered the second part of the question yes and the first part was answered either yes or no.
   Eg. Do you like cats? Yes. (Or No)
   Have you ever owned a cat for more than a month? Yes
3. They get two points if they answered the second part of the question no and answered the first part uncertain.
   Eg. Do you like cats? Uncertain.
   Have you ever owned a cat for more than a month? No.
4. They get three points if they answered the second part of the question yes and the first part of the question uncertain.
   Eg. Do you like cats? Uncertain.
   Have you ever owned a cat for more than a month? Yes.

Each pair of questions is scored in this way, except for the last question regarding the box. Regardless of how they answer the first part of the last question, they receive a zero if they answer either yes or no to the second part and three points if they answer uncertain. (The question was: Do you think there is something valuable in this package?) After everyone has totaled his score, announce the following rankings:

15-18 - very open-minded, honest, willing to study the facts
14-10 - average
9-5 - below average, likely to jump to conclusions, prone to prejudice
4-0 - very prone to prejudice, easily influenced by opinion of others, or by externals

At this point, students will want to challenge the validity of the test, qualify their answers, question the implications. When this happens you can begin the discussion with some of the suggested questions.

Discussion of Prejudice

1. Can you really judge something if you have had little or no experience of it? Can you judge the taste of an oyster by its appearance? The beauty of music without seriously listening to it?
2. You have probably heard a statement like this: "I love kittens but I can't stand cats." I think if I were a cat I would resent it because it indicates a prejudgment of all cats. Can you think of any other similar cliches, but one which deal with people, for example, the American Indian? Are you aware of having formed any judgments about a group of people based not on personal contact but on such slogans?
3. Jumping to conclusions based on first impressions or on the hearsay evidence of a friend is rather common. Is it a good habit? Can you think of possible dangers in it? What is the difference between taking a friend's word for something-that is, trust-and being gullible?
4. Is forming rash conclusions illogical? When isn't it illogical? Is it a good habit?
5. What's the difference between forming a rash conclusion about oysters and/or cats and doing the same thing to a person?
6. If you decided that the box contained something valuable or useless, what prompted your decision? Was it a logical decision or a hunch? What's the difference between a hunch and a prejudice?
7. People are like boxes; they all have different wrappings but we can never be sure what is inside them until they open up. Is it a kind of prejudice to judge a person before you get to know what's inside him? How often do persons' wrappings actually indicate what's inside?
8. We don't mind if a person makes a bad judgment so long as he is willing to change his mind when he is proven wrong. What happens when he refuses - or when he can't change his mind? What do you do then?
9. From the exercise we have just done we can see that just about all of us are at least slightly prone to prejudice. Just what is prejudice in your opinion?
10. What would be the opposite of prejudice? How can you develop the habit of not being prejudiced?

INSTRUCTIONAL GUIDE

LESSON: Number Ten

GRADE: All Grades

SUBJECT OR UNIT: Trust

UNIT OF TIME: Teacher judgment

CONCEPT: Trust is basic to all human relationships.

STRATEGIES: Students shall participate in group discussions, engage in the Exercises for Experiencing Trust, view filmstrips, and write papers.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The goal of this lesson is to teach the student about trust and help them experience what it feels like to trust or not to be able to trust.	1. To the instructor: Since trust is based on self-confidence, it is necessary that students discuss trust and self-confidence in relative terms. 2. The instructor shall introduce the following questions to the class for a discussion: (a) What is trust? (b) What is self-confidence? (c) What is the relation between the two? 3. To help students develop a healthy self-image, students shall participate in The Gift of Happiness, an exercise for experiencing positive feedback. 4. Students shall participate in the Exercise for Experiencing Trust. 5. The instructor shall introduce the questions for discussion of trust.	1. Students shall write a paper in which they will define and discuss trust and self-confidence and the relation between the two.
Materials, Films, etc. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/Standard, 1970. pp. 63-68. Pfeiffer and Jones. A Handbook of Structured Experiences for Human Relations Training, Volume IV. California: University Associates Publishers and Consultants, 1973. pp. 15-17.		

Exercise for Experiencing Trust

Purpose:

To give the students an insight based on their own self-confidence into their ability to trust others, and thus to create a situation in which meaningful discussion concerning the nature and necessity of trust can take place.

Preparation:

Each student should be given a copy of the following list:
Imitate the crowing of a rooster.
Give a two minute talk about your best qualities.
Do a silent pantomine of a very sleepy person brushing his teeth.
Recite a short nursery rhyme you remember from your childhood.
Give a two minute talk on what you like most about your classmates.
Balance a book on your head and walk across the room.
Read a short passage of your choice from a book that is available in the room.

Instructions:

1. The exercise should be introduced as an activity to measure their ability to trust others, without mentioning that this is also a measure of self-confidence.
2. Ask each student to number the activities on his list from one to seven, in order of what he would most prefer doing. Explain that any individual may be called upon to actually perform one of his first three choices, so they will give serious thought to how they order the choices.
3. When everyone has completed his list, ask by a show of hands how many put "imitate a rooster" first, and how many put it last. Do the same with each item, recording the results. When you have the numbers recorded, then go through the list again, asking someone who put the item as his first choice to actually perform the activity. Skip any item that no one chose for his first choice so as not to embarrass anyone.
4. After the performances are over (these need not take long since they have no value in themselves but merely serve to keep the exercise "honest") you can initiate discussion. Give the statistics about which activities were chosen first and last and ask the students to comment why they think certain items were rated the way they were. From this point you will want to get into the main concern of the topic by using some of the following questions.

Discussion of Trust

1. Did you feel uneasy about the whole idea of possibly having to perform one of the items on the list?
2. Do you think everyone listed items in order of the least to the most embarassing to do in front of a group? Is this a usual reaction?
3. In what way do you think the ordering of the list is an indication of our ability to trust others? Is it also a measure of how we trust others?

Exercise for Experiencing Trust (continued)

4. Is it safer to do something silly in a group like an imitation of a rooster, than it is to do something serious like talk about your own good qualities? Why?
5. How did you feel when you realized that you would not have to perform? (Applies when a group is large enough that some did not perform.)
6. Are our ability to trust others and our ability to trust ourselves two aspects of the same thing? Can you explain what you mean? Is this kind of trust different from the trust we exercise when we lend someone money or share a secret?
7. What would happen in a group like this if no one was able to trust others except in superficial things like imitating a rooster? Are there situations you've been in where matters never get beyond the level of silliness? What is it like? What do you think is the reason for it? What would it take to overcome that kind of situation?
8. How does a person go about developing greater self-confidence? Can we help each other become more self-confident? Can we destroy someone's self-confidence? In what ways? How would destroying someone's self-confidence affect his ability to relate to others?
9. Do you think much confidence-building takes place among your peers? Does the destroying of self-confidence take place? Can you give examples?
10. Is part of the reason why young people don't always trust adults due to the fact that they (the young people) have not yet really learned to trust themselves?

After the discussion you may want to summarize the key points and mention those not covered.

THE GIFT OF HAPPINESS: EXPERIENCING POSITIVE FEEDBACK

Goals

I. To promote a climate of trust, self-worth, and positive reinforcement within a small group.

II. To experience giving and receiving positive feedback in a non-threatening way.

Group Size

Six to ten participants who have had some experience together as a group.

Time Required

Approximately five minutes per participant and about thirty minutes for processing.

Material Utilized

Pencils and paper.

Physical Setting

Tables or desk chairs (if not available, use lapboards or other solid writing surfaces). Participants should be located around the room so that a sense of privacy is preserved while writing.

Process

I. The facilitator distributes pencils and paper. Each participant receives enough paper to write a message to each other member of the group.

II. The facilitator makes a remark such as the following: "It is often possible to enjoy a small gift more than a large one. Yet, we sometimes become so concerned about not being able to do great things for each other that we neglect to do the little things that can also be very meaningful. In the following experience we will all be giving a small gift of happiness to each person in this group."

III. The facilitator then invites each participant to write on a slip of paper a message to each other member of the group. The messages are intended to make that person feel positive about himself.

IV. The facilitator recommends several possible approaches to giving positive feedback so that participants can find appropriate means of expression even for individuals whom they do not know well or do not feel close to. He may tell the participants to:

1. Try to be specific: say, "I like the way you smile at everyone when you arrive," rather than, "I like your attitude."

2. Write a special message to fit each person rather than a comment that could apply to several persons.

3. Include every participant, even if you are not too well acquainted with them. Choose whatever it is about the person that you respond to most positively.

4. Try telling each person what you have observed as his real strength or notable success in the group, why you would like to know him better, or why you are glad to be in the group with him.

5. Make your message personal: use the other person's name, state your message in the first person, and use such terms as"I like" or "I feel."

6. Tell each person what it is about him that makes you a little happier. (The facilitator may wish to distribute or post such guidelines.)

V. Participants are encouraged to sign their messages, but they are given the option of leaving them unsigned.

VI. After each message is finished, the facilitator asks the participants to fold it once and place the name of the recipient on the outside. He asks them to distribute their messages to a place designated by each participant as his "mailbox".

VII. When all messages have been delivered, the facilitator invites participants to share the feedback that was most meaningful to them, to clarify any ambiguous messages, and to express the feelings they have experienced during the process.

Variations

I. Pariticipants may be permitted to send messages only to those persons toward whom they have significant positive feelings.

II. The content can be changed to negative feedback. One alternative is to have two phases, one positive and the other negative. The order of the phases can be reversed.

III. Participants can be focused on one at a time. The other members can write messages to an individual while he is predicting what feedback he will receive.

IV. The process can be generalized to include almost any content. Examples: "What I can't say to you is...," "You are the (superlative adjective) person in this group," "I want you _____in closeness to me in this group because..."

V. Actual gifts may be exchanged as symbolic feedback. Participants can be instructed to bring to the session a personal gift that is significant to them. They may also be asked to leave the meeting to find symbolic gifts, such as flowers, stones, leaves, books, pictures, etc.

INSTRUCTIONAL GUIDE

LESSON: Number Eleven GRADE: All Grades

SUBJECT OR UNIT: Multiethnic/Multicultural Groups UNIT OF TIME: Teacher judgment

CONCEPT: Understanding people of various cultures, backgrounds, and value systems

STRATEGIES: Students shall participate in group discussions, view filmstrips, read articles, and write papers.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The students shall acquire interpersonal intergroup knowledge and skills and understand people of various cultures, backgrounds, and value systems. MATERIALS, FILMS, ETC. Pamphlet: Hylton, V. Wendell. Multiethnic/Multicultural Curriculum and Education Programs. Richmond, Virginia: Office of School Integration Services, State Department of Education. Film: Challenge to America: The Role of Education in Intergroup Relations, 25 min., Black/White, Secondary, Adult Study Prints: Living Together in America, Elementary. Rose, Peter I. Many Peoples One Nation. New York: Random House School Division. 1973. Film: Bill Cosby on Prejudice, 25 min Color, Upper Elementary to Adult.	1. Students shall define and discuss the following terms in a group discussion: (a) culture (b) race (c) ethnic group 2. The class shall discuss the cultures and races of class members and show each group's contributions to America's strength. 3. Students shall read Israel Zangwill's play The Melting Pot and discuss his theory. 4. Students shall read Horace Kullen's article "America as an Orchestra" and listen to a recording by a well-known orchestra. The teacher shall instruct students to note the distinctness of each musical instrument and how all the parts of the orchestra blend harmoniously. 5. Students shall discuss Horace Kullen's theory of America as a "great orchestra."	1. Students shall write a paper in support of one of the following theories: (a) America as "the great melting pot", or (b) America as "a great symphony orchestra."

INSTRUCTIONAL GUIDE

LESSON: Number Eleven (continued)

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
Materials, Films, etc. Tape Cassettes: Individual Cassette Learning Package: Intermediate, Junior High Instructional Programs: Ethnic Studies: The Peoples of America, Senior High, Adult. The Distorted Image; Secondary, Adult		

83

84

INSTRUCTIONAL GUIDE

LESSON: Number Twelve GRADE: All Grades

SUBJECT OR UNIT: Culture Sharing Day UNIT OF TIME: Teacher judgment

CONCEPT: Learning about other cultures through developing an awareness and appreciation of cultures other than our own.

STRATEGIES: Human Relations Club shall assist in setting up art exhibits, decorating classroom bulletin boards, sponsoring music assembly programs, holding classroom discussions, and viewing filmstrips.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The goal of this instructional guide is to assist the Human Relations Club, teachers, other school personnel, and organizations in implementing programs to make students aware and appreciative of cultures other than their own. Materials, Films, Etc. Men from Earth 1-color filmstrip; 1 recording 33 1/3 rpm. Intermediate, Junior and Senior High School. Instruction Program Ethnic Studies: The Peoples of America. Senior High, Adult Study Print Living Together in America Elementary Indian Heritage, 6-color filmstrips Elementary, Intermediate	1. Teachers shall introduce various cultures to students in individual classrooms at least one week prior to "Culture Sharing Day." 2. Students shall view films, filmstrips, listen to recordings and read books and articles on cultural attributes of different groups of people. 3. The Human Relations Club, History Club, history teachers and Art Club or classes shall work together to design posters or other art objects on some cultural aspects of each of the following groups of people: Afro/Black/Negro Americans Indian Americans or Alaskan Native Mexican American/Chicano Puerto Rican Other Hispanic White/Caucasian Asian or Pacific Islander a. Chinese d. Vietnamese b. Japanese e. Korean c. Filipino	1. The effectiveness of this series of exercises leading up to "Culture Sharing Day" shall be determined by the teacher in individual classrooms, through classroom discussions, in which students shall give feedback on insights gained about the cultures of other peoples.

INSTRUCTIONAL GUIDE

LESSON: Number Twelve (continued)

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
	4. The Human Relations Club shall encourage teachers to have their students decorate classroom bulletin boards with information on cultural characteristics of various groups of people. 5. On "Cultural Sharing Day" the posters and other art objects on different cultural groups shall be displayed throughout the school. (The country or cultural group represented and the group or individual who did the art work will be placed along with the work.) 6. The Human Relations Club shall work along with the music department in the school to present a music program on "Culture Sharing Day" on the music from different cultural groups.	

Materials, Films, Etc.

Study Print
American Indians Yesterday and Today
Elementary

Films: Family Life in India: Ten of Us, 12 minutes, color, Elementary

First World Festival of Negro Arts
20 minutes, color, Secondary, Adult

Indian Artists of the Southwest
20 minutes, color, Secondary, Adult

Puerto Rico-Showcase of America
18 minutes, color, Elementary, Junior High

Beattie, Sara Smith. Our African Heritage. Massachusetts: Gin and Company, 1972

Brown, Gertrude S. Our Mexican Heritage. Massachusetts: Ginn and Company, 1972.

INSTRUCTIONAL GUIDE

LESSON: Number Thirteen

GRADE: All Grades

SUBJECT OR UNIT: Career Planning

UNIT OF TIME: Teacher judgment

CONCEPT: Developing an awareness of the different careers available

STRATEGIES: Human Relations Club shall assist teachers and administrators in setting up a career planning information center, presenting a series of assemblies, designing classroom projects, and holding classroom discussions.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The goal of this guide is to assist the Human Relations Club in implement-ign programs to make students aware of many jobs within broad career areas.	1. The Human Relations Club shall work along with teachers and school administrators to put on a series of assemblies in which the key speakers will be persons from various vocational areas. 2. The Human Relations Club shall gather information on various occupations and set up an information center in the school in which these materials shall be made available to students. 3. The Human Relations Club shall work along with the art classes or club in the school to design posters on the caption "The World of Work". 4. The Human Relations Club during this career planning series shall encourage teachers to have their students decorate the classroom bulletin board with material related to career planning.	1. The effectiveness of the career planning series shall be determined by the teachers in their individual classrooms through: (a) classroom discussions and (b) papers which students shall write on intended career plans.

Materials, Films, Etc.

People At Work, Set 2
4-color filmstrips; 4 cassettes
Primary, Intermediate

So Many Jobs To Think About
4-color filmstrips; 4 cassettes
Intermediate, Junior High

INSTRUCTIONAL GUIDE

LESSON: Number Fourteen

GRADE: All Grades

SUBJECT OR UNIT: Value Clarification

UNIT OF TIME: Teacher judgment

CONCEPT: The nature and development of values

STRATEGIES: Students shall participate in the Exercise for Experiencing Values, group discussions, view filmstrips, and write a paper.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
The goals of this lesson are: 1. to help the students become aware of the values that are operative in their own lives, and 2. to help them clarify the hierachy of values they presently hold. Materials, Films, Etc. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/Standard, 1970. Filmstrips.....silent What Do You Think 6-color filmstrips - Primary, Intermediate	1. Students shall engage in the Exercise for Experiencing Values. 2. Following the exercise, the instructor shall introduce the questions for discussion of values.	1. Students shall write a paper defining values and discussing how values are acquired.

Exercise for Experiencing Values

Purpose:

To involve the students in the process of examining their values in a non-threatening way and to open the door for a meaningful discussion of values in general.

Preparation:

If the group is small it is good to gather the actual items listed below so the students have something tangible to work with. However, if you are dealing with a whole class, divide it into several groups of six to eight and give them slips of paper with the name of the items listed below:

dollar bill
TV Guide or Movie Guide
aspirin
toy gun (to represent real gun)
car keys
a textbook or encyclopedia
a Bible
copy of the Bill of Rights or
the Declaration of Independence
a valentine

Instructions:

1. Each group is to first come to an agreement as to what value each of the objects above symbolizes for them. For example, aspirin may symbolize good health or it may symbolize hallucinogenic drugs. The gun may symbolize power or it may symbolize self-defense.

2. After each group has decided what the objects symbolize in terms of possible values, each individual in the group should arrange the objects according to his own hierarchy of values.

3. Next, each group should come to an agreement as to how these objects are to be ordered. This requires that each individual mention his own ordering, and why he followed it.

   When several groups are involved, each group can present its list to other groups for comparison, both of interpretation of the symbols and the ordering of the values they represent. It would be interesting to see if any consensus emerges.

Notes: There is a great deal of learning that can take place in the groups as they discuss their interpretation of the symbols and the hierarchy of values, so ample time should be provided. Aslo, their interpretation of symbols can be very enlightening for the teacher.

4. When all the comparing is completed you may want to stimulate further discussion by some of the following questions.

Discussion of Values

1. In discussing the symbolism of the various objects, were you surprised either by the disagreement or agreement of interpretation? For example, that money could be approached in so many different ways?

2. How did you feel when you realized that you were not always in agreement with others? Did you want to convince them of your interpretation or were you eager to agree with them? Could you agree with the final list?

3. How about the ordering of the objects? Did you find it hard coming to agreement? Did you have to back down often? Were you able to convince others of the correctness of your suggestions?

4. Do you think your final ordering of the objects would be acceptable to your parents? In what ways do you think they would differ? Do you think they would have interpreted the symbols differently?

5. How does your list compare with the values presented to you by your parents, or by society at large? Do you find there are any serious differences? How do you feel about that?

6. Do you think others influence you very much in forming the values you have? Who? How? Is this a good influence as far as you are concerned? How do you judge that?

7. Do you think someone from a different culture would come up with a different ordering of the same list of values, for example a Russian? Is this good or bad? Does it indicate anything?

8. Do you think you will change the ordering of these values as you grow older? Why or Why not? What could be areas where you doubt if you would ever change?

9. How much do you think our inner needs determine the values that we hold? Do you feel there are some values that are important to you that aren't represented on the list? What are they?

10. Do you think, if we re-arranged the groups and did the exercise again, we would come up with some new values and some new ordering? Why?

INSTRUCTIONAL GUIDE

LESSON: Number Fifteen

GRADE: All Grades

SUBJECT OR UNIT: Urban, Suburban, and Rural

UNIT OF TIME: Teacher judgment

CONCEPT: Acquiring a knowledge of urban, suburban and rural areas

STRATEGIES: Students shall research various topics related to each area, view filmstrips, write papers, and participate in simulation games.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The goal of this lesson is to make the student aware of the urban, suburban, and rural areas and some of the unique characteristics of each area.	1. Students shall do research in the library and write papers defining and discussing the following terms: metropolis urbanization ghetto urban renewal suburbia suburbanization rural area	1. The effectiveness of the instruction shall be evidenced in the students discussion of the urban, suburban, and rural areas and certain characters unique to each area.
Materials, Films, Etc. Filmstrips: Problems of Cities New York Time Sound Filmstrips Junior and Senior High School Students Ghettos of America Warren Schloat Productions, Inc. The Cities: Dilemma in Black and White 54 min., black & white, 2 parts, Adult	2. To make students aware of the need for planning and the extent to which planning has become a function of American urban life, it would be helpful if students visited a city planning office or if a city planner visited the class to discuss certain facts about the community and offer observations on local problems. 3. The instructor and students shall visit urban, suburban and rural areas.	2. Students shall write a paper on observations made about each of the three areas after returning from the field trip.

INSTRUCTIONAL GUIDE

LESSON: Number Sixteen and Seventeen **GRADE:** All Grades

SUBJECT OR UNIT: Interpersonal Relations **UNIT OF TIME:** Teacher judgment

CONCEPT: Developing an awareness of one's behavior in interpersonal relations

STRATEGIES: Students shall engage in the Johari Window Exercise - A Graphic Model in Interpersonal Relations, and participate in classroom discussions.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. The goal of this lesson is to help students develop an awareness of their behavior in relation to others.	1. Students shall participate in the Johari Window Exercise/A Graphic Model of Awareness in Interpersonal Relations. 2. Students shall define the following terms and discuss their relation to building constructive interpersonal relations: (a) respect (b) trust (c) listening (d) awareness (e) creativity	1. Students shall write a paper on insights gained about themselves after participating in the Johari Window Exercise. 2. Students shall write a paper defining the following terms and discussing their relation to building constructive interpersonal relations. (a) trust (b) respect (c) listening (d) awareness (e) creativity
Materials, Films, Etc. Pfeiffer and Jones, A Handbook of Structured Experiences for Human Relations Training, Volume I. California: University Associates, 1974. pp. 65-69. Teaching Media: Basic Interpersonal Relations. Instructional Dynamics, Inc.		

THE JOHARI WINDOW/A Graphic Model of Awareness in Interpersonal Relations*

Goals

I. To introduce the concept of the Johari Window.

II. To permit participants to process data about themselves in terms of self-disclosure and feedback.

Group Size

Eight to twelve. Several groups may be directed simultaneously.

Time Required

Approximately two hours.

Materials

I. Newsprint and felt-tipped marker.

II. Copies of the Johari Window Self-Knowledge and Recording Sheet for all participants.

III. Copies of the Johari Window Feedback Sheet for all participants.

IV. Pencils for all participants.

Physical Setting

Circle of Chairs.

Process

I. The facilitator presents a lecturette on the Johari Window concept. (The name Johari refers to the originators, Joe Luft and Harry Ingham.) He displays the chart on newsprint and discusses the four "windows."

II. Participants complete Part I of the Johari Window Self-Knowledge and Recording Sheet.

III. Participants fill out the Johari Window Feedback Sheet.

IV. The facilitator collects the Feedback Sheets and reads them aloud anonymously. Participants record perceptions held of them on the Self-Knowledge and Recording Sheet, which they keep. This provides data on Area II, the blind area, and permits the participant to test whether he has actually revealed any hidden data about himself earlier in the group's life.

V. Group members discuss their reactions to the feedback received and to the concept of the Johari Window.

Variations

I. Instead of collecting the Feedback Sheets, the facilitator can instruct participants to read them aloud, in turn.

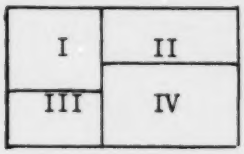
II. Each participant can receive his feedback all at one time rather than interspersed with others. He is helped immediately afterward to process the data in terms of ways in which he sees himself.

III. The Feedback Sheet can be cut into strips, to be distributed by participants to each other. These may be signed or anonymous.

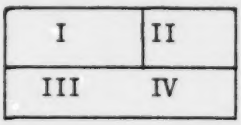
Known to Self	Not Known to Self
I. Area of Free Activity (Public Self)	II. Blind Area ("Bad-Breath" Area)
III. Avoided or Hidden Area (Private Self)	IV. Area of Unknown Activity

The following charts illustrate the effects of self-disclosure and feedback.

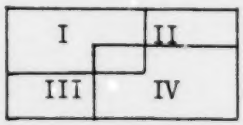
Under conditions of self-disclosure:



Under conditions of feedback:



Under conditions of self-disclosure and feedback:



JOHARI WINDOW
SELF-KNOWLEDGE AND RECORDING SHEET

Instructions

I. List in the left column below the major assets and liabilities of your personality. Then place a check mark in front of those aspects which you have revealed so far to participants. (Use the Feedback Sheet to write your impressions of other participants.)

II. When the facilitator collects the Feedback Sheets and reads them aloud, use the right column of this sheet to record perceptions of you held by other participants. This sheet is yours to keep.

Assets Self-Perceptions	Assets Others' Perceptions
Liabilities Self-Perceptions	**Liabilities** Others' Perceptions

JOHARI WINDOW FEEDBACK SHEET

Instructions:

Write your impressions of the major assets and liabilities of each participant, including yourself, in the spaces below. These will be read aloud anonymously as feedback.

Participant	Assets	Liabilities

INSTRUCTIONAL GUIDE

LESSON: Number Eighteen **GRADE:** All Grades

SUBJECT OR UNIT: Socio-Economic Differences **UNIT OF TIME:** Teacher judgment

CONCEPT: Students shall: (1) develop an awareness of the different socio-economic classes existent in America and (2) develop an awareness and understanding of some of the characteristics of each class.

STRATEGIES: Students shall participate in classroom discussions, research various topics, view films, go on fieldtrips, and write papers.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
The goals of this lesson are to: 1. help students develop an awareness of the different socio-economic classes existent in America, 2. help students develop an awareness of the characteristics common to each class, and 3. help students identify and overcome stereotypes and prejudices held towards individuals of different socio-economic classes. MATERIALS, FILMS, ETC. Films: Bill Cosby on Prejudice 25 min., color, Upper Elementary to Adult From the Inside Out, 24 min. Black/White, Secondary, Adult Eye of the Storm, 25 min., Primary School thru Adult	1. Students shall define and discuss the following: (a) the term "socio-economic" (b) the term "class" in relation to "socio-economic" (c) the three major socio-economic classes existent in America 1. upper class or upper crust 2. middle class 3. lower class (d) the criterion for socially grouping individuals 2. The class shall view the film(s) Eye of the Storm and/or Bill Cosby on Prejudice. 3. After viewing the film students shall discuss their attitudes towards people of upper, middle, and lower socio-economic classes. 4. Students shall visit the different socio-economic areas within the community. 5. Students shall watch those television programs which depict the lives of persons from upper, middle, and lower classes (eg. The Jeffersons-middle class family; Sandford and Son-lower class family, etc.)	1. The students shall write a paper defining and discussing the three major socio-economic classes and discuss the criterion for socially grouping individuals. 2. Students shall write a paper on observations made about each of the socio-economic communities after returning from the fieldtrip. 3. Students shall write a paper on the television program viewed and discuss the class depicted and the characteristics of the individuals in the program and environment.

INSTRUCTIONAL GUIDE

LESSON: Number Eighteen

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
MATERIALS, FILMS, ETC. Still A Brother: Inside the Negro Middle Class 90 min., Black/White (3 parts) Secondary, Adult		

INSTRUCTIONAL GUIDE

LESSON: Number Nineteen **GRADE:** All Grades

SUBJECT OR UNIT: Responsibilites and Freedom **UNIT OF TIME:** Varies

CONCEPT: Each student shall: (a)develop an awareness of the conflict within themselves between freedom and responsibility, and (b)develop a need to acquire personal balance between freedom and responsiblity.

STRATEGIES: Students shall participate in group discussions and engage in the Exercise for Experiencing Freedom and Responsibility.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
1. Students shall become aware of the conflict within themselves, between their request for personal freedom and their refusal to accept responsibility. Materials, Films, Etc. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/ Standard, 1970.	1. Students shall discuss the following: (a) Their definitions of freedom (b) Their definitions of responsibility (c) The relationship between the two 2. Students shall engage in the Exercise for Freedom and Responsibility 3. Following the exercise, students shall be given a list of the questions accompanying the exercise for discussion. 4. Students shall write a position paper on Freedom and Responsibilities. 5. Students shall define and discuss the following terms: a. Rights b. Responsiblities c. Freedom	1. The effectiveness of the Exercise for Experiencing Responsibility and Freedom shall be evidenced in the extent of the students' involvement in the discussion questions. 2. The students comprehension of the relation between freedom and responsiblity shall be evidenced in the nature of the responses to the discussion questions.

Exercise for Experiencing Freedom and Responsibility

Purpose:

To give the students an experience of the tug between their personal freedom to pursue their own interests and their responsibility to others.

Preparation:

No props are required.
Divide students into groups of six or eight; if you have only one group, divide it in half.
Arrange groups in straight lines, one person behind the other.

Instructions:

1. Explain that the exercise is intended to measure each person's capacity for group loyalty while at the same time being a measure of a person's endurance.

2. Each person is to remain silent and to face forward at all times. The exercise is to be done in silence.

3. Arrange each group in a row, one person behind the other. Tell them to lift their arms out sideways until level with their shoulders. They are to hold them in that position. If a person lowers his arms, his whole group is eliminated. The exercise is to continue until only one group remains. The actual elimination process does add considerably more dynamism to the exercise, however. If you do the latter, your task is to call out that a group is eliminated when you see someone lower his arms.

When one group is left or after you have called the exercise to a halt, you can begin the discussion, remembering that the real concern is the conflict between freedom and responsibility to others.

Discussion of Freedom and Responsibility

1. Each person actually had the right to lower his arms when it became painful. What was your reason for keeping them up? Did you feel any real responsibility to the others even though it meant pain for you?

2. Did the task become more difficult because you could not see the faces of the persons in your group? Do you think being toward the rear of the line made it different than being near the front or in the front?

3. Were you afraid of what the others in your group would say if you let them down? Is this kind of fear a rather common reason for doing things you don't particularly want to do? Are there other motives besides fear?

4. When one of the other groups was eliminated, did you feel that you now had greater responsibility to keep your arms up? Why? Did you feel that you had lost your freedom to lower your arms? Did you in fact lose your freedom? Explain.

5. If your group was eliminated, were you upset by the person who lowered his arms, or did you sympathize with him because of your own experience in pain? Were you perhaps actually grateful that someone else lowered his arms because then you could lower yours without fear of embarrassment?

6. This was a very artificial situation created only to make a point. What do you think was the real point or points in the exercise?

7. Can you think of any real-life situations you've been in where you've experienced a similar pull between your personal rights and your responsibility to others?

8. Are there ever any kinds of situations in which your exercise of personal freedom is not somehow connected with a responsibility to others? For example?

9. What are the options you face in situations in which your right to do your own thing may at the same time be irresponsible in terms of its effects on others?

10. Are there times when it is better to go along with the group than to do your own thing? Such as?

INSTRUCTIONAL GUIDE

LESSON: Number Twenty GRADE: All Grades

SUBJECT OR UNIT: Creativity UNIT OF TIME: Teacher judgment

CONCEPT: It is important to realize that creativity is not limited to arts. Creativity is a way of life, not a special talent in the fine arts. Creativity can embrace every aspect of life, from interpersonal relationships to the way we dispose of our garbage. For that reason, the topic can be profitably introduced in any academic subject.

STRATEGIES: Students shall participate in classroom discussions and the Exercise for Experiencing Creativity.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
The goal of this lesson is to help the student cultivate creative capacities through the following procedures: (1)helping the student develop a sensitivity and awareness of his or her surroundings, (2)helping the student develop the habit of asking the creative question: "What new posibilities are contained in this situation?", (3)providing a safe atmosphere for experimenting, where failure is eliminated, and (4)helping the student transfer his or her capacity for creativity from the theoretical level of the classroom into life situations. Materials, Films, Etc. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/ Standard, 1970. pp. 37-39.	To the instructor: It is important that students be disabused of the narrow concept of creativity before pursuing the topic of creativity. The following synonyms may be introduced as well as the following definition to help the student broaden his or her concept of creativity. 1. Synonyms (a) resourcefulness (b) inventiveness (c) wit (d) adventuresomeness 2. Definition: What is creativity? Creativity is a capacity to see new relationships and possibilities in familiar objects, ideas, or situations. Creativity has its foundations in sensitivity and awareness. The first step in developing creativity is to develop a person's awareness of his or her surroundings. 3. Students shall participate in the Exercise for Experiencing Awareness.	Evaluation to be determined by instructor.

Exercise for Experiencing Sensory Awareness

Purpose:

To illustrate in an experiential way that most of us are not nearly as aware of our surroundings as we think, and thus to stimulate a discussion on the value of sensory awareness and the ways of cultivating it.

Preparation:

blindfolds
a six inch square piece of paper cut from an ordinary brown grocery bag
a small container of mustard

Instructions:

1. If you are working with a small group (six to ten) ask each person to put on a blindfold. If you have a larger group ask for six or eight volunteers (half boys and half girls in a mixed class).
2. After the blindfolds are on, instruct the students that you are going to ask them a series of questions. You will ask them in turn to attempt to answer the question. If their answer is a guess, they should indicate this. If they don't know the answer, they should so indicate. (Those observing may participate by closing their eyes, but they should not give "answers".) One person should keep a record of each person's answers. These are the questions:
   a. Ask the students to tell you what color the walls of the room are painted. (Or pick out some other dominant item like drapes, the bulletin board, etc.)
   b. Ask them to tell you the color of your eyes.
   c. Ask them to tell if _____(some popular boy in the class)is wearing a belt.
   d. Ask them to feel the piece of paper you prepared and tell them they have probably felt this kind of paper within the last several days. Can they say what kind of paper it is or where they felt it?
   e. Ask them to try to identify the odor you present to them. (Hold the open mustard jar so each can smell it.)

   You may expand this list of questions or substitute other similar items for the ones suggested above.
3. After you finish the questioning, the students may remove their blindfolds and you can present them with their "scores". As such these are meaningless, but you may wish to comment on them. For example, only two may have known the color of your eyes while everyone recognized the odor of mustard, etc.
4. Now invite all the students (if some were just observers) to join in the second phase of the exercise. Explain that they are to try to observe as many things as they can in the room: colors, objects, persons, etc., within a set time limit - about two minutes. When the two minutes are up, ask everyone to be seated and to close their eyes. It is important that they cooperate by keeping their eyes closed. Now ask them specific questions about the room or about individual students. If a student thinks he can answer, he should raise his hand. If he gives the right answer, ask another question of the group. If he does not give the correct answer, ask another volunteer to try. Continue this for a few minutes or until the students get some feel of how observant or non-observant they are. Sample questions would be:
   a. What kind of shoes is _____ wearing?
   b. How many pictures are on the walls?
   c. What is the color of _____'s shirt?
   d. Where are the electrical outlets located? The heating outlets?
   e. What color is the floor? The ceiling?

Discussion of Awareness

You can now introduce the discussion. Keep it moving by asking some of the following questions:

1. Why do you think we did this demonstration? What do you think I was trying to show?
2. Did you feel embarrassed or frustrated when you realized you couldn't answer some of the questions? How did you feel?
3. Why don't we tend to notice things like the color of people's eyes? Do you really feel it makes any difference? What things are we most likely to notice about others?
4. Do you think that most people are aware of how a paper bag feels, or if someone is wearing a belt? Would it make much difference if they did? What kind of difference?
5. Are you aware of what's in your home - the colors, the odors, the sounds, the feel of things, the people? Do you know the color of your mom's eyes? Your dad's, you brothers or sisters? Is it really important?
6. Can you name some things that most people never notice about you that you think it would be good to notice?
7. How do you feel when someone takes notice of what you are wearing, how you are feeling, the things you say? Why?
8. Why do artists and musicians and people like that tend to notice all kinds of little things that others overlook? What effect does this have on them?
9. Is this kind of habit of noticing little things possible in a society like ours? Is it necessary? Does it have any relation to how we treat each other?
10. If you wanted to develop an ability to be more aware of the little things in life, what are some ways you could do it? Finally, you may want to summarize the discussion by clarifying points that were not fully developed or that did not come up in the student reaction.

INSTRUCTIONAL GUIDE

LESSON: Number Twenty-One **GRADE:** All Grades

SUBJECT OR UNIT: Generation Gap **UNIT OF TIME:** Teacher judgment

CONCEPT: There are several kinds of generation gaps: a developmental gap, an empathy gap, and a values gap.

STRATEGIES: Students shall participate in an Exercise for Experiencing the Generation Gap, participate in classroom discussions, and write a paper.

OBJECTIVES	EXPECTED OUTCOMES IN CHANGED PUPIL BEHAVIOR	
	ACTIVITIES/PERFORMANCES, SKILLS TO BE DEVELOPED	DEVELOPMENTAL VALUES TO BE ACQUIRED/EVALUATION
The goals of this lesson are to: (1) cultivate an awareness of the several kinds of generation gaps, and (2) help students develop a full understanding of the several generation "gaps." MATERIALS, FILMS, ETC. Reichert, Richard. Self-Awareness Through Group Dynamics. Ohio: Pflaum/Standard, 1970, pp. 105-112.	1. The instructor shall inform students of the several kinds of generation gaps and their definitions. 2. After giving the definitions of the three generation gaps and citing the examples given, the instructor shall allow students to give feedback on other examples. 3. Students shall participate in the Exercise for Experiencing the Generation Gap. 4. Following the exercise, the instructor shall introduce the questions for a discussion of the generation gaps.	1. Students shall write a paper defining and discussing the several kinds of generation gaps. 2. Students shall write a position paper offering solutions to each kind of generation gap.

Exercise for Experiencing the Generation Gap

Purpose:

To illustrate the nature of the gap and stimulate a more constructive attitude toward it.

Preparation:

No props are necessary.
Divide students into three groups. Have each group appoint a spokesman to represent it.
If you have a blackboard, put three columns on it with the following headings: grade school, high school, adult.

Instructions:

1. Designate one group as "grade school children" (around sixth grade level), designate another as the "high school" group, and the third as the "adult" group.

2. Explain that you are going to ask several different questions. Each group is to discuss among themselves and decide upon an answer to the question, based on what they think would be a typical answer from the age group they represent. When they have their answer, the spokesman is to announce it and you can place it on the board under the appropriate heading.

3. The questions you are to ask are these (or similar ones you develop):
   a. What is the main reason your age group wants money?
   b. What is the importance of a car (a bike for grade schoolers) to your age group?
   c. What kind of music does your age group like?
   d. What kind of TV show or movie would be the favorite for your age group?
   e. What magazine would your age group most likely buy at the drug store?
   f. Of what use is a wristwatch to your age group?

After you have asked each question and the groups have decided each answer, you can begin the discussion.

Note: Usually there can be quite a bit of discussion in each group over the "typical" answers to the question. There is no need to rush this.

Discussion of the Generation Gap

1. Now that you can see all the answers of all the groups, comment on any of those similarities or differences that are a surprise to you or with which you would like to agree.

2. Do you think age is the only reason for the differences that do exist in the answers? Did you find much disagreement within your own group over the typical answer? Why?

3. Do you think there really are any "typical" answers from the different age groups to these questions? Or do you think we tend to stereotype each group when in fact the persons in that age group may vary widely in interests, tastes, and values?

4. Do you think there is a real gap between the age groups? Would you call it a generation gap?

5. Is there anything in the kinds of answers each age group gave that makes the gap insurmountable? For example, is the gap between high school students and adults over music such that there is no room or hope for common interests?

6. Is the difference in tastes between various age groups the real cause for the apparent difficulty they have in communicating? What could be some other obstacles to communication between groups?

7. Do you think younger children experience the generation gap that exists between them and high school students in the same way that high school students experience the gap between themselves and adults? What would make it different?

8. Are high school students concerned about the gap that exists between them and grade school children? Would they be? Do they do anything to overcome it? Should they? Is there a parallel relationship between this and the adults' attitude toward adolescents?

9. What eventually eliminates the gap you may now experience between yourself and younger brothers and sisters? Is there any hope the same kind of thing can take place between adolescents and adults?

10. Are there really several kinds of generation gaps caused by several kinds of different things? Can you describe some of these?

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Pamphlets

Hylton, V. Wendell. School Community Relations: A Guide to Positive Interaction Between the School and Community. Richmond, Va.: Office of School Integration Services, State Department of Education.

Hylton, V. Wendell. Multicultural/Multiethnic Curriculum and Education Programs. Richmond, Va.: Office of School Integration Services, State Department of Education.

Bureau of Teaching Materials
Films: State Department of Education

Africa - Change and Challenge, 19 minutes - CO - 1969 EL JH - CAHILL

Africa in Change - Continent, 22 minutes - CO - 1966 - P thru A-EBF

Africa in Change - West Africa, 22 minutes - CO - 1966 - P thru A-EBF

African Art And Culture - FS/R, CO - 1971 - JH SH C - WSPJNC

Am I Dependable, 11 minutes - BW - 1971 - EL - JH CORF

Am I Trustworthy, 10 minutes - BW - 1951 P EL JH - CORF

America The Melting Pot, 20 minutes - BW - 1964 - JR SH - CORF

Apache Indian, 10 minutes - CO/BW - 1943 - EL JH SH - CORF

Are You a Good Citizen, 11 minutes BW - 1949 - EL JH SH - CORF

Arts and Crafts of Mexico, 10 minutes - BW 1939 - EL JH SH - EBF

Beginning Responsibility - Being a Good Sport, 11 minutes - BW - 1969 - P - CORF

Beginning Responsibility - Being on Time, 10 minutes - BW - 1956 - P-CORF

Beginning Responsibilty - Books and Their Care, 11 minutes - BW - 1959 - P - CORF

Beginning Responsibility - Doing Things for Ourselves in School, 11 minutes - BW 1963 - P - CORF

Beginning Responsibility - Lunchroom Manners, 11 minutes - BW - 1966 EL - CORF

Beginning Responsibility - Other People's Things, 10 minutes BW 1966 EL CORF

Beginning Responsibility - Rules at School, 11 minutes - CO/BW-1965-P-CORF

Beginning Responsibility-Taking Care of Things, 10 minutes BW-1951-P thru A CORF

Black and White Uptight, 35 minutes - CO - 1969 - JH SH C A-Bailey

Black Contributors to American Culture, CO-1971-JH SH C-SVE

Black Odyssey-Migration to the Cities-Kit, CO-1971-JH SH C-TLFI

Booker T. Washington, 11 minutes-CO/BW-1967-EL JH SJ-BAILEY

Black History, 64 minutes-CO-1969-P thru A-FA

Careers in Communications, 30 minutes-CO-1971-EL JH SJ-APGA

Children of the Plains Indians, 20 minutes-CO/BW-1963-EL JH-MGHT

Christmas Around the World, 5 minutes-BW-1951-EL JH SHC-SALKIN

College Perspective, 30 minutes-CO-1963-SH-CEEB

Communicating Correctly, 13 minutes-CO-1969-SH C ADULT-MGHT

Communication by Voice and Action, 13 minutes-CO-1969-JH SH C A-CENTRO

Communication Theory, 28 minutes-BW-1966-EL JH-MLA

Communications and the Community, 16 minutes-CO-1966-EL JH-CF

Continent of Africa-Lands Below the Sahara, 22 minutes-CO-1968-EL JH SHC-EBF

Courtesy at School, 11 minutes-BW-1956-EL-CORF

Day with English Children, 10 minutes-BW-1948-P JH-CORF

Emotional Health, 20 minutes-BW-1958-SH C ADULT-MGHT

Going to School in Your Job, 15 minutes-CO-1966-EL JH SH-JOU

Heroin, 27 minutes-CO-1971-JH SH C A-BAILEY

Hooked, 20 minutes-CO/BW 1970-JH SH C A-CF

I Am, 14 minutes-CO-1971-EL JH WOMBAT

I Think, 19 minutes-CO-1971-P EL JH-WOMBAT

Is A Career in the Professions for You, 14 minutes-CO-1972-JR SH-AIMS

It Takes Everybody to Build This Land, 20 minutes-BW-1952-JH SH C A-EBF

Junior College Story, 23 minutes CO-1965-SH-BAILEY

Junior High A Time of Change, 11 minutes-CO/BW-1965-JH SH C A MGHT

Listening Skills An Introduction, 11 minutes-BW-1966-JR SH-CORF

Mexican Children, 10 minutes-BW-1938-P EL JH-EBF

Music in America, 17 minutes BW-1953-JH SH C A-MGHT

Neighborhoods are Different, 11 minutes CO-1968-P-EBF

Our Basic Civil Rights, 13 minutes BW-1950-JH SH C A-CORF

Our Changing Cuties-Can They Be Saved, 17 minutes- CO-1972-EL JH SH-EBF

People of Mexico, 10 minutes-BW-1939-EL JH SH EBF

People of Spain, 17 minutes-CO/BW-1957-EL SH JH-EBF

People of the Indies, 10 minutes-BW-1945-JH SH C A-NETHIS

People of the Netherlands, 17 minutes-CO/BW-1958-EL JH SH A-EBF

People of the U. S. S. R., 33 minutes-BW-1949-P thru A-IFF

People of the Wester Shore, 16 minutes-CO-1966-EL JH-CF

People of Venice, 16 minutes-BW-1958-JR SH-CF

Pueblo Boy, 25 minutes-CO-1947-P-EBF

Rise of the American City, 32 minutes-CO-1970-JR SH-EBF

School Bus Safety-With Strings Attached, 28 minutes-BW-1965-JR SH-JOU

School for Ted, 12 minutes CO-1969-P-EBF

Schools and Jobs-Lots of People Work Here, 10 minutes-CO-1968-P EL-MGHT

Schools and Neighborhood-Josh Gets a School, 10 minutes-CO-1968-P EL-MGHT

School Probelms-Getting Along with Others, 11 minutes-CO-1969-P EL FA

School and Sharing-Let Us Share A Seesaw, 10 minutes-CO-1968-P EL-MGHT

Taking Care of Myself, 12 minutes-CO-1968-P-EBF

This Student Generation-Conflict, 25 minutes-BW-1970-SH C ADULT-APGA

Values Being Friends, 8 minutes- CO-1969-EL-FA

Values-The Right Thing to Do, 8 minutes-CO-1971-EL-FA

Values-Understanding Others, 11 minutes-CO-1969-EL FA

Values-Understanding Ourselves, 8 minutes-CO-1969-EL-FA

Your Communication Skills-Listening, 11 minutes-CO-1969-EL JH-CORF

Your Communication Skills-The Exchange of Ideas, 11 minutes-CO-1969-EL JH-CORF

School and the Community, 14 minutes-BW-1953-C A-MGHT

Films

Office of School Integration Media Center
State Department of Education

Are You Listening?, 12½ minutes, 16mm, BW-Secondary, Adult

Bill Cosby on Prejudice, 25 minutes, CO-Upper Elementary, Adult

Can We Immunize Against Prejudice?, 6½ minutes, BW-Secondary, Adult

Challenge to America: The Role of Education in Intergroup Relations, 25 minutes, BW-Secondary, Adult

A Chance for Change, 39 minutes, BW-Adult

The Changing High School, 26 minutes, CO-Adult

Confrontations: A Human Relations Training Unit, (5 films) 82-130 minutes, BW-Adult

Eye of the Storm, 25 minutes, CO-Primary School thru Adult

For All My Students, 36 minutes, BW-Adult

Friendly Game, 10 minutes, BW-Senior High and Adult

Future Shock, 56 minutes, CO-Secondary, Adult

Gudicance: Does Color Really Make a Difference?, 11 minutes, CO-Elementary, Junior High

Language, 28 minutes, BW-Pre-School

Learning in Kindergarten, 39 minutes, BW-Adult

Like Me, Like You, 22 minutes, BW-Secondary, Adult

Miscommunications, 13 minutes, CO-Early Secondary, Adult

Solving Multiethnic Problems: A Stimulation Game for Elementary and High School Teachers, 18 minutes, CO-Adult

You Can Become A Doctor, 15 minutes, CO-Junior and Senior High

Filmstrips

Office of School Integration Media Center
State Department of Education

American Indians and How They Really Lived, 8 filmstrips-Elementary and Early Secondary-Troll Associates

American Negroes, 8 filmstrips-Elementary-Troll Associates

Community Helpers, 8 filmstrips-Kindergarten, Primary-Troll Associates

Heritage of Afro-American History, 9 filmstrips-Elementary, Secondary, Troll Associates

Indian Heritage, 6 color filmstrips-Elementary, Intermediate-Troll Associates

How Do You Feel, 6 color filmstrips-Elementary, Intermediate-Imperial Film Company

Practicing Good Citizenship, 6 filmstrips-Primary, Intermediate-Troll Assoc.

What Do You Think?, 6 color filmstrips-Primary, Intermediate-Imperial Film Company

Black History, 8 filmstrips, 8 recordings-Early Secondary-Multi-Media Prod., Inc.

Exploding the Myths of Prejudice, 2 filmstrips, 1 recording-Exceptional Junior High and Senior High-Warren Schloat Productions

Men From Earth, 1 color filmstrip, 1 recording-Intermediate, Junior and Senior High-Simon Praamsma & Associates

Be-Attitudes, 2 color filmstrips, 2 cassettes-Elementary to Adult-Carlocke/ Langden, Inc.

So Many Jobs to Think About, 4 color filmstrips, 4 cassettes-Intermediate, Junior High-Imperial Film Company, Inc.

Games and Simulations

Office of School Integration Media Center
State Department of Education

Blacks and Whites, 3-9 Players-Adult, Secondary-Communications Research Machines Inc.

Communicating for Results, 3-5 Players-Adult-Didactic Systems, Inc.

Ghetto, 7-10 Players-Adult-Bobbs-Merril Co., Inc.

I'm OK-You're OK, Up to 50 Players-Adult-The Creative Establishment

Life Career, 2-3 Players per team-Adult, Secondary-Western Publishing

Understanding Intergroup Relations, Up to 30 Players-Adult-NEA

We're Not All Alike, Up to 50 players (groups of 10) - Adult-National Education Association

Carl Rogers on Tape, five audio tape lectures, 26 cassettes-Instructional Dyn.

Inner City, Science Research Associates